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CHILDREN'S SERVICES IN PUBLIC LIBRARIES IN ALBERTA

BY

MARIE MATIASZOW

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE
STUDIES AND RESEARCH IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF LIBRARY SCIENCE

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Shirley Wright
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Leslie La Fleur

Date July 26 1982

ABSTRACT

This study is designed to obtain an overview of the status of children's services in public libraries in Alberta. Specifically it seeks to determine: 1) what kinds of regulations, procedures and practices affect children's access to library resources and services, 2) what monetary, material and human resources are allocated to children's services, 3) what kinds and levels of service to children are provided in Alberta public libraries, 4) how the resources and services provided for children relate to recommended children's public library standards, and 5) what the primary concerns and aspirations are of those responsible for providing children's services.

Data obtained from a survey questionnaire, sent to 258 public library service locations in the province in April 1981, is analyzed using the Statistical Package for the Social Sciences (SPSS). Frequency distributions for 129 variables from 144 usable returned questionnaires (55.8 percent response rate) are cross-tabulated by population to ascertain respective levels of service provided to children during 1980.

Findings indicate that children's services in Alberta public libraries are frequently deficient in staffing, funding, materials and services. Although children are found to be major users of libraries, great diversity in the level of resources, and in the

provision of services exists, indicating that children's services are not equally available to all children in the province.

Many libraries report varying degrees of restrictive practices that inhibit children's ability to utilize the full resources of the library. Resource allocations are often insufficient to support services that are offered, while services are frequently traditional and limited. Many libraries are below minimum standards recommended for children's services.

Medium-sized libraries appear to provide the highest level of service to children, while large libraries have lower resource levels and small libraries are most frequently below minimum standards, especially those serving less than 5,000 population.

Responses from librarians confirm deficiencies in children's services. Those in small libraries are generally preoccupied with providing basic services, while those in large and medium-sized libraries are more concerned with improving and refining services they already provide.

The thesis concludes with a discussion of the implications of the study and suggestions for further research.

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TABLE OF CONTENTS

CHAPTER		PAGE
I.	INTRODUCTION AND STATEMENT OF THE PROBLEM.....	1
	LACK OF RESEARCH IN CHILDREN'S SERVICES IN ALBERTA..	2
	PURPOSE OF THE STUDY.....	3
	DEFINITION OF TERMS.....	4
	LIMITATIONS OF THE STUDY.....	9
	OVERVIEW OF THE STUDY.....	10
II.	BACKGROUND TO THE STUDY OF CHILDREN'S SERVICES IN PUBLIC LIBRARIES.....	12
	CATEGORIES OF THE LITERATURE.....	12
	EARLY PROGRESS IN CHILDREN'S SERVICES IN PUBLIC LIBRARIES.....	13
	CHANGING TRENDS IN CHILDREN'S SERVICES.....	14
	CURRENT ISSUES IN CHILDREN'S SERVICES.....	15
	THE ROLE OF THE CHILDREN'S LIBRARIAN.....	16
	CHILDREN'S ACCESS TO THE TOTAL RESOURCES OF THE LIBRARY.....	18
	MATERIALS FOR CHILDREN.....	19
	REFERENCE SERVICES FOR CHILDREN.....	21
	PROGRAMS FOR CHILDREN.....	22
	GOALS AND GUIDELINES FOR CHILDREN'S SERVICES.....	23
	THE INFLUENCE OF LIBRARY SIZE ON CHILDREN'S SERVICES.....	25
	CHILDREN'S PUBLIC LIBRARY STANDARDS AS A MEASURING TOOL.....	26
	MAJOR SURVEYS OF CHILDREN'S SERVICES IN PUBLIC LIBRARIES.....	31

CANADIAN STUDIES OF CHILDREN'S SERVICES IN PUBLIC LIBRARIES..... 37

SUMMARY..... 41

III. METHODOLOGY..... 45

DESIGN OF THE QUESTIONNAIRE..... 45

FORMAT OF THE QUESTIONNAIRE..... 46

RESEARCH PROCEDURES..... 48

PILOT STUDY..... 48

DESCRIPTION OF THE SAMPLE..... 49

COLLECTION OF DATA..... 50

DATA ANALYSIS..... 50

RESPONSE RATE..... 51

SUMMARY..... 53

IV. CHILDREN'S SERVICES IN PUBLIC LIBRARIES IN ALBERTA..... 54

LIMITATIONS OF THE FINDINGS..... 54

PROFILE OF THE POPULATION SERVED..... 56

PROVISIONS FOR SERVICE..... 58

AGE PARAMETERS DEFINING CHILDREN'S SERVICES..... 58

HOURS OF OPENING..... 62

HOURS OF MAXIMUM ACCESSIBILITY TO CHILDREN..... 64

LOAN PERIODS..... 66

BOOK LIMITS..... 66

MEMBERSHIP FEES..... 69

OVERDUE FINES..... 71

ACCESS TO THE ADULT COLLECTION..... 71

USE OF THE AUDIOVISUAL COLLECTION..... 74

CHILDREN'S SERVICES PERSONNEL..... 75

RESPONSIBILITY FOR CHILDREN'S SERVICES..... 78
AMOUNT OF TIME SPENT ON CHILDREN'S SERVICES..... 80
ASSISTANCE WITH CHILDREN'S SERVICES..... 82
LIBRARY EXPERIENCE..... 85
EDUCATIONAL BACKGROUND..... 88
LIBRARY TRAINING..... 92
CHILDREN'S MATERIALS..... 94
JUVENILE BOOK BUDGET..... 94
JUVENILE BOOKSTOCK..... 97
TYPES OF MATERIALS IN THE JUVENILE COLLECTION.... 100
JUVENILE REFERENCE MATERIALS..... 100
MULTILINGUAL MATERIALS FOR CHILDREN..... 102
CHILDREN'S PERIODICALS..... 104
AUDIOVISUAL MATERIALS FOR CHILDREN..... 106
LIBRARY SERVICES FOR CHILDREN..... 109
JUVENILE MEMBERSHIPS..... 109
JUVENILE CIRCULATION..... 111
REFERENCE SERVICES FOR CHILDREN..... 113
CHILDREN'S PROGRAMS..... 114
SERVICE TO SPECIAL GROUPS..... 119
SERVICE TO SCHOOL AND PRESCHOOL GROUPS..... 122
PLANNING CONCERNS..... 124
SUMMARY OF THE FINDINGS..... 127
V. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS FOR FURTHER STUDY..... 134
PURPOSE..... 134
DESIGN..... 135

GENERAL FINDINGS AND CONCLUSIONS CONCERNING CHILDREN'S SERVICES IN PUBLIC LIBRARIES IN ALBERTA..... 135

FINDINGS AND CONCLUSIONS CONCERNING FACTORS THAT AFFECT CHILDREN'S SERVICES IN PUBLIC LIBRARIES... 137

FINDINGS AND CONCLUSIONS RELATING TO THE RESOURCES ALLOCATED TO CHILDREN'S SERVICES..... 138

FINDINGS AND CONCLUSIONS CONCERNING THE PROVISION OF SERVICES TO CHILDREN..... 139

FINDINGS AND CONCLUSIONS RELATING TO THE EXTENT TO WHICH CHILDREN'S SERVICES MEET PUBLIC LIBRARY STANDARDS 140

FINDINGS AND CONCLUSIONS RELATING TO THE CONCERNS AND ASPIRATIONS OF THOSE PROVIDING SERVICES TO CHILDREN 141

IMPLICATIONS OF THE STUDY..... 141

SUGGESTIONS FOR FURTHER STUDY..... 143

BIBLIOGRAPHY..... 148

APPENDICES

LETTERS ACCOMPANYING THE QUESTIONNAIRE..... 165

FOLLOW-UP LETTERS..... 167

QUESTIONNAIRE..... 169

LIST OF TABLES

TABLE	DESCRIPTION	PAGE
1.	RESPONSE RATE BY POPULATION GROUP	52
2.	PROPORTION OF POPULATIONS SERVED BY RESPONDING LIBRARIES BY POPULATION GROUP	57
3.	LEGAL STATUS BY POPULATION GROUP	59
4.	AGE AT WHICH CHILDREN MAY JOIN LIBRARY BY POPULATION GROUP	60
5.	AGE TO WHICH CHILDREN'S SERVICES EXTEND BY POPULATION GROUP	61
6.	HOURS OF OPENING BY POPULATION GROUP	63
7.	ACCESSIBILITY FOR CHILDREN BY POPULATION GROUP	65
8.	LOAN PERIOD FOR CHILDREN BY POPULATION GROUP	67
9.	BOOK LIMIT FOR CHILDREN BY POPULATION GROUP	68
10.	MEMBERSHIP FEES FOR CHILDREN BY POPULATION GROUP	70
11.	OVERDUE FINES FOR CHILDREN BY POPULATION GROUP	72
12.	CHILDREN'S USE OF ADULT COLLECTION BY POPULATION GROUP	73
13.	CHILDREN'S ADUIOVISUAL BORROWING BY POPULATION GROUP.	76
14.	CHILDREN'S AUDIOVISUAL USE IN THE LIBRARY BY POPULATION GROUP	77
15.	RESPONSIBILITY FOR CHILDREN'S SERVICES BY POPULATION GROUP	79
16.	NUMBER OF HOURS WORKED PER WEEK BY POPULATION GROUP	81
17.	PERCENTAGE OF WORK TIME SPENT ON CHILDREN'S SERVICES BY POPULATION GROUP	83
18.	CHILDREN'S SERVICES ASSISTANCE BY POPULATION GROUP	84
19.	NUMBER OF YEARS OF LIBRARY EXPERIENCE BY POPULATION GROUP	86
20.	NUMBER OF YEARS OF LIBRARY EXPERIENCE BY POSITION	87

21. LEVEL OF EDUCATION BY POPULATION GROUP..... 89

22. LEVEL OF EDUCATION BY POSITION..... 90

23. LIBRARY TRAINING BY POPULATION GROUP..... 93

24. LIBRARY TRAINING BY POSITION..... 95

25. PERCENTAGE JUVENILE BOOK BUDGET TO TOTAL BOOK BUDGET BY POPULATION GROUP..... 96

26. PERCENTAGE JUVENILE BOOKSTOCK TO TOTAL BOOKSTOCK BY POPULATION GROUP..... 99

27. CHILDREN'S REFERENCE MATERIALS BY POPULATION GROUP... 101

28. CHILDREN'S BOOKS IN LANGUAGES OTHER THAN ENGLISH BY POPULATION GROUP..... 103

29. CHILDREN'S MAGAZINE BORROWING BY POPULATION GROUP.... 105

30. SIZE OF AUDIOVISUAL COLLECTIONS FOR CHILDREN..... 108

31. PERCENTAGE OF JUVENILE MEMBERSHIPS TO TOTAL MEMBERSHIPS BY POPULATION GROUP..... 110

32. PERCENTAGE OF JUVENILE CIRCULATION TO TOTAL CIRCULATION BY POPULATION GROUP..... 112

33. CHILDREN'S REFERENCE SERVICES BY POPULATION GROUP.... 115

34. CHILDREN'S PROGRAMS BY POPULATION GROUP..... 116

35. CHILDREN'S PROGRAM BUDGET BY POPULATION GROUP..... 118

36. PROGRAMS FOR SPECIAL GROUPS BY POPULATION GROUP..... 121

37. SCHOOL AND PRESCHOOL VISITS TO AND FROM THE LIBRARY BY POPULATION GROUP..... 123

38. PLANNING CONCERNS BY POPULATION GROUP..... 125

CHAPTER I

INTRODUCTION AND STATEMENT OF THE PROBLEM

The need for research in children's services has been well documented by Marion Gallivan (1974), Pauline Winnick (1974), Adele Fasick (1978), and others. In her annotated bibliography, Gallivan (1974) cites only 14 research studies of children's services in public libraries that have been undertaken since 1950. She says:

> The scarcity of research on public library service to children is very unfortunate. In a period of economic setbacks and taxpayer revolts, a crying need exists to identify, examine and evaluate library services to children. (Gallivan, 1974, p. 277).

Peggy Sullivan (1976) notes that: "even when research has been directed toward public library service it has customarily sidestepped the task of studying the quality of service to children." (p. 263).

Faith Hektoen (1980), William Summers (1978), and Diane Young (1980) similarly describe the need for hard facts in the face of current management trends, service accountability, competition for funds, and daily planning needs. In the current scientific-rational approach to decision making, those involved in children's work are being called upon more and more often to show "through documented studies the benefits children receive from early and continuous use of public library materials, services, facilities and programs." (Young, 1980, p. 58). Janet Abernathy (1981) argues that, among other advantages, research is useful in clarifying goals, supporting budget

requests, developing professional consensus, substantiating support for new and traditional services, confirming patterns of use, providing evidence for and measuring the effect of programs and justifying various functions. She claims that "only through research can we convince others that children's services are in fact the foundation of all library service." (Abernathy, 1981, p. 9).

LACK OF RESEARCH IN CHILDREN'S SERVICES IN ALBERTA

Although services to children have long been a substantial part of the public library system in Alberta, progress in the development of these services has been effected largely through the faith, dedication and conviction of those responsible for providing them. Very little information has been gathered to assist them and no body of research has evolved to guide them. Despite the fact that children's services in Alberta have been no less subject to change and the growing pressure to justify services, there is no record of any study ever being published on children's services in Alberta public libraries. Even the two most comprehensive studies of public library services in the province, The Right to Know (L.M. Downey Research Associates, 1974) and the Alberta Rural Libraries Project (Newsom, 1974), either ignored children's services or dealt with them only peripherally.

It is in recognition of the "increasing demand for quantitative measurement of library services" (Fasick, 1978, p. 342) and a desire to encourage development of the kind of knowledge that research can provide that the present study is undertaken. It is hoped that by providing a firm foundation of facts, that a better understanding of

children's library services can be obtained, more informed planning and development can be achieved, and further research inspired.

PURPOSE OF THE STUDY

The purpose of this study is to obtain an overview of the status of children's public library services in the province, using data from the service year, 1980. The investigator intends to gather information that exists in an amorphous, uncoordinated way and to organize it into a meaningful and relevant whole, so that library associations, boards, administrators, librarians can gain an understanding of the current situation, and thereby be better guided in their future planning and development.

Specifically, the study seeks to answer the following questions:

1. What kinds of regulations, procedures and practices affect children's access to services?
2. What resources, monetary, material and human, are allocated to the service of children in Alberta public libraries?
3. What kinds and levels of service to children currently exist in Alberta public libraries?
4. How do these services relate to recommended children's public library standards?
5. What are the primary concerns and aspirations of those responsible for providing children's services?

DEFINITION OF TERMS

Generally agreed upon definitions of the terms used in this study have been difficult to find. Definitions used, therefore, have been chosen for their clarity or because they most closely reflect the sense intended in this study.

SERVICES: The term services is used in its broadest sense to include not only "the selection, maintenance, circulation...and use of the collection", (Pellowski, 1979, p. 94), but such activities as "individual reading guidance, reference help and a variety of library-oriented activities...". (New York Library Association, 1967, p. 8). As such, library services encompass all of the conditions necessary for the provision of services as well as the activities, both inside and outside of the library, aimed at facilitating library use.

CHILDREN'S SERVICES: There is no universally agreed upon definition of children's services in the library profession. Age parameters bounding children's services range from "infancy through age 12" (New York Library Association, 1967, p. 8), "from infancy through approximately thirteen years of age", (American Library Association, 1964, p. 15), to "from birth to approximately 14 years of age." (International Federation of Library Associations, 1977, p. 30). A working definition, consistent with Canadian census categories has been established as 0-14 years. One of the purposes of the study, however, is to ascertain how Alberta librarians define children's services. For convenience, CHILDREN and JUVENILE have been used interchangeably.

MATERIALS: Materials refers to all print and non-print items in a library collection, including books, periodicals, audiovisual materials, pictures, toys, games, realia, maps and other related items suitable for library use. The term is used to identify a library's holdings, regardless of their specific configuration and has been used interchangeably with COLLECTION.

LIBRARY PROGRAMS: Library programs, both in-house and outreach, are defined as any organized activity aimed at the promotion and use of a library's collection or facility. They can include reference or circulation services, displays, book talks, story hours, class visits, or individual reader's guidance.

CHILDREN'S LIBRARIAN: For the purpose of this study, the term children's librarian is used to identify any person working in a public library in Alberta, who has been identified as having major responsibility for the provision of children's services. It is assumed some professional education and/or specific training in children's services has been undertaken, although no hard and fast distinctions about the background of children's librarians have been assumed. One of the purposes of the study is to determine the background of those who have been identified as children's librarians.

LIBRARIAN: For the purposes of this study, the term librarian is used very loosely to identify anyone who is in a position of general responsibility for public library services in a public library in Alberta. The designation of the respondent is accepted regardless of level of education, professional training, method

of payment, hours of work or designation of specific duties. The study seeks to determine the background factors of those identified as Librarians.

LIBRARY: The term library is used to identify a single, permanent service point or location. It can be an independent unit, part of a combined unit or system, or one of several service points administered through a common administrative structure, budget and/or board.

MUNICIPAL LIBRARY: The legal definition of municipal library, as contained in Public Library Statistics, 1980 (Library Services, Alberta Culture, 1981) is accepted as:

> One established by law following a bylaw passed under section 7 of the Libraries Act, R.S., Alberta 1970, Chapter 206 as amended. It is supported by taxes and is governed by a board consisting of not less than ten members, all of whom are appointed by the council of the municipality from among residents thereof. No more than two members of the board may be members of council in municipalities with a population of less than 15,000 and no more than three members of council in municipalities with a population of 15,000 or more. (p. 1).

COMMUNITY LIBRARY: The legal definition of community library, used in Public Library Statistics, 1980 (Library Services, Alberta Culture, 1981) is accepted as:

> One established, governed and supported by an association of persons, whether incorporated or not, and authorized by the Minister under section 45 of the Libraries Act, R.S. Alberta, 1970, Chapter 206 as amended, to provide library services to the public in a given area. It is governed by a library board which is a body politic and corporate. (p. 1).

REGIONAL LIBRARY: The legal definition of regional library, as used in Public Library Statistics, 1980 (Library Services, Alberta Culture, 1981) is accepted as:

> One established under agreement between two or more municipalities, school divisions or school districts as provided for in section 35 of the Libraries Act, R.S., Alberta, 1970, Chapter 206, as amended. It is supported by taxes and is governed by a board consisting of one member appointed by the council of each party to the agreement, two members appointed by the Lieutenant Governor in Council and additional members appointed by the representatives of the participating units. (p. 1).

LARGE PUBLIC LIBRARY: For the purposes of this study, a large public library is defined as a library serving over 75,000 people. It may have a number of service locations but generally functions under a central administrative structure. However, branches within a system may serve fewer than 75,000 people.

MEDIUM-SIZED PUBLIC LIBRARY: For the purposes of this study, a medium-sized public library is defined as one that serves between 10,000 and 75,000 people. It generally functions as an independent unit although it can also have one or two branches. It generally provides service to a single, autonomous community.

SMALL PUBLIC LIBRARY: For the purposes of this study, a small public library is defined as one that serves less than 10,000 people.

LIBRARY STANDARDS:

> Library standards may be defined as the criteria by which ... library services may be measured and assessed. They are determined by professional librarians in order to attain and maintain the objectives they have set themselves. Standards may be interpreted variously as the pattern of an ideal, a model procedure, a measure of appraisal, a stimulus for future development and improvement

> and as an instrument to assist decision and action not only by librarians themselves but by laymen concerned indirectly with the institution, planning and administration of ... library service. (South African Library Association, 1968, p. 1).

Library standards can be general or specific to one area of services such as children's services. They may apply to public library services as a whole, be qualitative or quantitative and can apply to a nation, state or province, system, region or local service area.

Standards used as a basis for measuring children's services in Alberta are the Standards for Children's Services in Public Libraries in New York State (New York Library Association, 1967). These standards were chosen because they are quantitative, specific to children's services, oriented to local units of service, based on population configurations similar to those used in the study and have not been superseded by any more recently published quantitative children's public library standards. For purposes of abbreviation they will be referred to throughout this thesis as the NEW YORK STANDARDS.

Because the New York Standards do not cover all aspects of children's services dealt with in the study, other standards are also used. Occasional reference is made to such standards as Interim Standards for Small Public Libraries (Public Library Association, 1962), used to assess staff and hereafter referred to as the INTERIM STANDARDS; "Alberta's Public Libraries to 1980: A Proposal Prepared for the Honorable Horst A. Schmid, Minister of Government Services, Also Responsible for Culture".

(Library Association of Alberta / Alberta Library Trustees Association, 1976), used to assess hours of opening and hereafter referred to as the ALBERTA STANDARDS; and Standards for Public Libraries (International Federation of Library Associations, 1967), used to assess accessibility factors and hereafter referred to as the IFLA STANDARDS.

Further details on actual measures used and their sources are included in Chapter II under "Children's Public Library Standards as a Measuring Tool".

LIMITATIONS OF THE STUDY

In interpreting the data of this study, the following limitations should be borne in mind:

1. The study is a descriptive analysis. No attempt is made to evaluate the relative success or failure of specific programs or services. The only measurement undertaken is comparison of services to recommended children's public library standards.
2. Because the survey is province wide, it is necessary to limit information to that commonly available from all or most public libraries. No attempt is made to provide in-depth information about specific libraries or systems.
3. Data is collected only on services provided at the local service level. Since concern is with resources and services at the point children receive them, the influence of administrative structures and of regional or system affiliation is not analyzed in this study.

4. Those most directly responsible for providing services to children are the main source of information. In some cases, this includes library administrators, volunteers, library board members or other personnel as well as children's librarians and librarians.

OVERVIEW OF THE STUDY

This thesis consists of three phases of the study. The first phase is concerned with the design and construction of the questionnaire. The second involves testing and administration of the questionnaire. An analysis of the findings constitutes the third phase of the study.

Chapter II reviews the literature relating to the provision of children's services. It provides background to the study, discusses current trends and changes in patterns and service to children. It reviews related studies, develops a rationale for measurement by standards and describes children's services in Alberta.

Chapter III describes the construction of the survey questionnaire and the research procedures used, including the pilot study, the sample, and the methods and procedures used in collecting and analyzing data. The chapter concludes with an analysis and explanation of the response rate and modification of the sample.

Chapter IV outlines and discusses the findings as they relate to three basic components of children's services. The first section reports findings relating to the rules, regulations, procedures and practices that affect children's access to public library services. Section two reports findings on three kinds of resources

allocated to children's services; budgetary, collection, and staff. Section three reports on selected services provided to children, including circulation services, reference services, programs, both in-house and outreach, and services to special groups.

The final chapter summarizes and discusses findings and makes suggestions for future research.

CHAPTER II

BACKGROUND TO THE STUDY OF CHILDREN'S SERVICES IN PUBLIC LIBRARIES

Information relating to children's services in public libraries has been obtained from professional journals, conference proceedings, research reports, theses, unpublished studies and papers, statistical reports, annual reports, library publications and interviews.

CATEGORIES OF THE LITERATURE

The literature on children's services in public libraries can be divided into four main categories. Included in the first category are articles on specific aspects of children's services such as summer reading programs, children's literature or reference services to children. These reports, though limited to descriptions of successful or innovative programs, often include numerical data useful in obtaining a sense of what programs and services are provided and with what success they are used.

The second category includes articles on the changing trends and primary concerns of children's services. These are usually broad in scope, present the pros and cons of current controversies and, for the most part, represent the opinions and perspectives of leaders in the field. Mary Jane Anderson's article, "Trends in Library Service for Children: Past, Present and Where Do We Go From Here?" (Anderson, 1977, pp. 49-54), and Eva Martin's article, "Service to Children and

Young Adults in the Eighties" (Martin, 1980, pp. 5-10), are examples of this kind of approach.

The third category includes research reports and discussions of research studies on selected aspects of children's services. These are generally intensive analyses that concentrate on specific issues or problems. Mae Benne's report, "Information Services in Central Children's Libraries" (Benne, 1980, p. 25), and Lillian Gerhardt's report, "Children's Access to Public Library Services: Prince George County Memorial Public Library, Maryland, 1980" (Gerhardt, 1981, pp. 20-37), are examples of this type of research.

The fourth category of literature consists of research reports based on general surveys of children's services. These surveys are frequently conducted by library associations, state agencies, federal authorities, research teams or committees, or system administrators in an attempt to determine the status of existing children's services. Many are associated with the development or revision of standards, or have been used in system or state program development and planning. Frequently they are unpublished, in-house productions, or part of larger studies, and are difficult to obtain through regular library channels. Despite their obscurity, they have often been the most important source of information.

EARLY PROGRESS IN CHILDREN'S SERVICES IN PUBLIC LIBRARIES

An examination of the literature relating to children's services in public libraries reveals that concern about the nature and quality of library services to children dates back to the turn of the century. At that time the expansion of public education produced a

newly literate society that brought an influx of children and young people into the previously adult domain of the public library. Propelled by the movement from closed to open stacks and by the proliferation of Carnegie designed buildings, "children's rooms opened one after the other, across the country". (Anderson, 1977, p. 50). The movement towards children's rooms was slower to develop in Canada and was mainly limited to the major urban centers, but the factors influencing this development were similar to those in the United States. (Vansickle, 1967, pp. 11-16).

Elizabeth Gross (1963) identified four distinct phases of growth in children's library services: (1) the era of work with children, (2) the era of the children's room, (3) the era of the children's department, and (4) the era of the children's specialist. Since then, a further transitional phase has been identified by Martin (1980) as "the de-departmentalization of children's libraries and the development of the concept of open access". (Martin, 1980, p. 10).

Although not all libraries or library systems have proceeded through these phases of development at the same rate, they represent a historical progression through increasingly complex systems development and expansion that has influenced children's services to some degree at every level.

CHANGING TRENDS IN CHILDREN'S SERVICES

Prior to the 1960's, children's services occupied a position of recognized prominence. Considered the "classic success of the public library" in the United States (Leigh, 1950, p. 10) and noted

for their special treatment in Canada (Murray, 1972, p. 303), they were characterized by steady growth and expansion.

All of the early national studies of public library services in the United States and Canada confirmed the fact that children were major users of public library services.(Berelson, 1949, p. 53), (Canadian Library Association, 1961, pp. 6-8), (Leigh, 1950, pp. 32-33), (Ridington, 1933, p. 88). The Alberta Library Association submission to the Canadian Library Association Commission of Inquiry in 1960/61 confirmed that children in Alberta accounted for the major proportion of the circulation of library books in the province. (Canadian Library Association, 1961, pp. 6-8). Block (1955) confirmed that by 1955, all of the major libraries in Alberta had undergone building programs to ensure the addition or expansion of children's rooms or areas.

Throughout the 1960's, children's services were characterized by steadily increasing circulation figures, expansion of services and improvements in facilities, staffing, materials, and programs.

Towards the end of the 1960's, however, children's services peaked and there followed a transitional period of rapid change, uncertain progress, confused priorities and ambivalent attitudes. (Wilson, 1981, p. 123).

CURRENT ISSUES IN CHILDREN'S SERVICES

During the 1970's, changes in society, in the technology of information storage and transfer, and in the delivery of public library services in general affected children's services. Along with declining circulation figures, increased competition for shrinking

funds, shifting priorities, and the effects of automation and networking, were changes in concepts about the delivery of services, the allocation of resources and the utilization of personnel. These placed children's services in an increasingly precarious situation.

> ...What has been regarded as one of the glories of the American public library may now be a bit tarnished; that rather than being a jewel in the crown of the local public library, children's service may now be seen as a piece of costume jewelry that has grown a bit tawdry and shopworn over the years. (Summers, 1977, p. 80).

At the same time that children's services were suffering a loss of status, changing attitudes toward children and the way children learn, and concern for the rights of children were placing more and more demands on the public library to provide more services, more diverse services and better quality services to more diverse groups of children. (Wilson, 1981, p. 123).

As the 1980's approached, children's services were surrounded with uncertainty and controversy. Currently at issue are the role of the children's librarian, children's rights of access to library resources, the effect of changes in the nature and types of children's materials, the effect of changes in attitudes about the delivery of children's services and programs, mounting evidence of the need for goals and guidelines, and the need for evidence of the value of children's services. The implications of these issues for the present study are discussed.

THE ROLE OF THE CHILDREN'S LIBRARIAN

Much of the literature concerned with changes in children's services has focused on the role of the children's librarian. The

proportionately small number of professionally trained children's librarians employed in the field has long been expressed as a concern. Gross (1963) reported that only 36 percent of the libraries in her study employed professionally trained children's librarians while Egoff (1970) noted that of 1,363 library science students graduated in Canada between 1960 and 1965, only 141 were employed as children's librarians. Rollock (1978) reported a 40 percent decrease in the number of children's coordinators hired by large library systems over the five-year period preceding 1975. This suggests a recent trend away from the hiring of children's specialists.

This decline in the hiring of children's librarians in favor of "generalists", identified by Kimmel (1979) as "abandonment of age-level service ... in favor of total staff involvement with every segment of the community...". (p. 35), has been a cause for considerable concern to the profession. (Chelton, 1978), (Kimmel, 1979). While the hiring of "generalists" has been justified as a more economical utilization of staff, particularly in branches, concern has been expressed that the disassociation of children as a special user group will result in children receiving nominal service. (Chelton, 1978), (Kimmel, 1979), (Sullivan, 1979).

On the other hand, children's librarians in the field feel changes in management style, organizational priorities, and lines of authority have eroded their status and influence. At the same time that the push for professionalization of the service has improved their capabilities, children's librarians have increasingly found themselves outside of the administrative power structure, unable to influence or control decisions about their services and lacking career

advancement opportunities. (Fasick, 1980), (Kingsbury, 1978), (VanVliet, 1980), (Yaffe, 1980). As expressed by Egan,

> The current status of the professional children's librarian within the overall scheme of things in the comtemporary public library is one surrounded with uncertainty, misunderstanding, and ignorance on the part of the public in general, the library profession, library administrators and even some people who are themselves employed in the children's sector of public library work. (Egan, 1981, p. 13).

Although no proof exists to indicate that children's services fare better under one type of organization or another (Gross, 1963), sufficient evidence exists to suggest that personnel hold a key role in the kind and quality of service children receive. (Broderick, 1962). This evidence is sufficient to indicate that personnel factors relating to the provision of children's services are something that should be looked at closely.

CHILDREN'S ACCESS TO THE TOTAL RESOURCES OF THE LIBRARY

The effect of networking, automation, and centralized processing has resulted in a movement toward the integration of children's collections with adult collections and the decentralization of children's departments. This, combined with a growing concern about the rights of children and children's increased informational needs, has resulted in the development of the concept of total service and the rights of children to have equal access to all library resources.

The principles of equal access have been embodied in such documents as the "Library Bill of Rights". (American Library Association), "Free Access to Libraries for Minors. An Interpretation of the Library Bill of Rights" (Adopted by American Library Association

Council, June 30, 1972), "Goals and Guidelines for Children's Services". (Task Force on Children's Services, 1973) and the "Memorandum on Library Work with Children" (International Federation of Library Associations, 1967). However, rights can mean the right to use adult materials, the right to system and network services, the right to an unrestricted environment, the right to borrow without penalty, restriction, or limitation, and the right to staff assistance. (Wagner, 1980).

Research verifies the lack of consistency in the application of the principles of equal access.(Benne, 1978), (Gerhardt, 1981), (Wagner, 1980). Moreover, many factors besides policy have been found to influence children's ability to utilize the full resources of the library. Gerhardt (1981) found that, among other things, hours of opening, fees, fines, membership requirements, transportation and distance from the library, environmental barriers, collection arrangement and content, cooperation with schools and knowledge about services influenced children's ability to access library resources.

To test how accessible Alberta libraries were to children, the investigator included for study, some of the factors found to influence children's access to library sources.

MATERIALS FOR CHILDREN

Growth in the number and quality of children's books being published and increased use of non-book materials has changed the nature of children's collections. (Ray, 1974). Response to children's broadened interests, and response to the needs of special groups of

users has increased the number, types, forms and variety of materials in children's collections. Children's collections now include such things as easy readers, popular materials, high-interest low-vocabulary books, braille and large print books, movie and television spinoffs, multimedia and more recently toys and games.

With the trend towards equal access and more popular materials, there has also been a change in selection criteria. The content of materials provided for children has become increasingly controversial. "Library materials for children reflect new social perspectives -- changing family patterns, an awareness of the impact of change on children and frankness in language". (Kimmel, 1979, p. 35). This has brought a consequent rise in the number of censorship issues, suggesting a need for resolution of the problems relating to library selection policies and procedures.

In Canada, the national policies of multiculturalism and increasing interest in Canadian content have combined to bring about a greater awareness of Canadian and multilingual materials for children.

Despite the availability of different types of materials, however, research has shown wide variation in the extent to which these are reflected in children's collections. Fasick's study (1977) confirmed the broad range of children's reading interests and the influence of television and multimedia on their interests, while Fasick's findings (1977) and those of other researchers indicated a strong propensity towards print materials. (Broderick, 1962), (Ohio Library Association, 1979), (Richardson, 1978). Fasick (1978) also found that users and librarians often differed on the relative

importance placed on Canadian, non-print and multilingual books for children.

REFERENCE SERVICES FOR CHILDREN

Children's informational needs have changed. Propelled by the information explosion, changes in education, changes in the nature of information dissemination and in society, have increased children's need for a wide variety of different types of information.

Children's need for school-related information has increased as a result of the educational emphasis on "learning to learn" and the wide-spread acceptance of alternate learning styles.(Martin, 1980). Stimulated by television and multimedia, children's need for special interest materials has increased. Since they are not immune to social problems, value conflicts, and rapid social change, their need for life-coping skills information has also increased.(Wilson, 1981). As a result, reference services for children have become important and the modern child's need for information has been one of the prime factors leading to the opening of adult collections to children.

While research indicates that nearly all libraries provide some kind of reference and information service to children, the extent to which it is provided, the provision of specific services and the degree to which these services are supported by reference collections varies.(Benne, 1980), (Hektoen, 1980), (Ohio Library Association, 1979), (Wisconsin Department of Public Instruction, 1981).

One of the most comprehensive studies of children's reference services, conducted by Hektoen in 1980, indicates not only is there a need for more children's reference services and better collections to support them, but that there is a need for reference services for parents and adults working with children, for more community service information, and for more coordination with schools and community agencies.

PROGRAMS FOR CHILDREN

The need for programming and the justification for offering programs to children has been well established.

> Library programs for children are not frills; on the contrary, they constitute a basic ingredient in a carefully thought-out plan of service. Programs serve a number of purposes: they enrich the background and stimulate the interest of the children who are already library patrons; they can bring into the library children who do not ordinarily use its services; and finally, they can provide librarians with direct feedback as to the interests of the children. (Broderick, 1977, p. 97).

Although the rationale for programs has not changed, the nature of the programs and the groups they are being provided for have. The rise in single parent families and the growing pressure on the family unit has increased the need for programs for younger children, and for parents and adult support groups working with children. (Martin, 1980), (Wilson, 1981). Similarly, recognition of the needs of special groups such as the handicapped, the mentally retarded, the illiterate, the institutionalized, slow learners, reluctant readers, and minority groups has resulted in pressure to provide special programs for them.

Unfortunately, these demands for more services and programs for special groups come at a time when children's services are experiencing a disproportionate cut in budgets, staffing and resources. (Wilson, 1981).

While library literature provides abundant examples of innovative and successful programs for children, research indicates that most program offerings remain traditional. (Broderick, 1962), (Gross, 1963), (Matzke, 1962), (Ohio Library Association, 1979), (Poarch, 1969), (Wisconsin Department of Public Instruction, 1981).

> Librarians, library users and school personnel all tend to agree that the traditional library services such as provision of picture books, children's classics, information about hobbies, story hour programs and reading guidance for parents and children are important and for the most part well-provided. (Fasick, 1978, p. 94).

Frequently offered programs found by researchers were preschool story hours, summer reading programs, films and book talks. Few libraries were found to serve special groups through outreach programs or through cooperative efforts with other community agencies and few could boast of good relations with schools. According to Kimmel (1979), who quoted Dyer (1978), the usual relationship between school and public libraries was characterized by the fact that "... school and public librarians give support to cooperation, but in practice this cooperation is usually evidenced by grumbling about the others lack of understanding. (Kimmel, 1979, p. 35).

GOALS AND GUIDELINES FOR CHILDREN'S SERVICES

Most persistent in children's services is the need to clarify and articulate goals and objectives and to establish guidelines by

which to direct future services.(Fasick, 1978), (Sullivan, 1979), (Summers, 1977), (Winnick, 1974).

Rollock (1978) suggests that children's services are the biggest casualties in the current competition for funds. Sullivan (1979) indicates that "having goals and measuring progress toward them are essential to the survival of children's services in public libraries", (p. 23). Summers (1977) suggests that it is "necessary to articulate the issues more carefully in terms of the whole set of problems currently affecting libraries", (p. 82), while Benne (1978) claims children's services face two basic issues: (1) the place of the program within the total library, and (2) the relationship of children's services to the total community. Fasick (1978) recommends that children's services develop a new model of service that (1) relates children's services to the total library service, (2) recognizes children as a special user group with special needs, (3) is based on quantitative evaluation, (4) sets clear priorities, (5) advocates the role of children's librarians as innovators in designing children's environments, (6) aims at providing total community service, and (7) aims at providing quality service. Evidence that library associations are attempting to clarify goals can be seen in the recent publication of "Goals and Guidelines for Children's Services". (Public Library Association, Task Force on Children's Services, 1973) and in the recent development of children's standards such as those by the Virginia Library Association Children's Committee (1979) and the Vermont Department of Libraries Task Force on Children's Services (1979).

In Canada the "Report of the Coordinators of Children's Services of the Large Public Libraries in Canada" (1976), Rights of Children in the Public Library (Children's Services Guild, Ontario Public Library Association, 1982), and Goals, Objectives and Priorities: Boys and Girls Services Task Force Report (Toronto Public Libraries, 1976) are examples of recent activity in this area.

THE INFLUENCE OF LIBRARY SIZE ON CHILDREN'S SERVICES

The ability to provide library services economically has long been related to library size. The assumption behind most standards and administrative documents, for both general public library services and those specific to children, has been that larger units of service enable more funds to be tapped, more resources to be allocated and higher levels of service to be provided than would be possible with smaller units,(International Federation of Library Associations, 1967), (Smith, 1975), (Wheeler, 1962).

However, research has shown that children do not necessarily benefit from larger units of service. Grundt (1965) found that, in comparing levels of service in the branches of the Boston Public Library with independent libraries outside of Boston, levels of service in the branches were slightly below those of the independent libraries. Hektoen (1973) found that children's services in cities with populations over 80,000 were "in trouble" (p. 15),while Gerhardt (1976) concluded that,

> Even in this current stretch of recession, the advances in, and the maintenance of, public library services to minors in smaller cities and county systems far outstrip the performance of the major urban centers. (p. 109).

Kimmel (1978) reinforces this by suggesting that medium-sized libraries are able to provide superior levels of service because of their flexibility.

The variability in these positions suggests that the relationship between library size, standards and the delivery of children's services cannot be assumed.

CHILDREN'S PUBLIC LIBRARY STANDARDS AS A MEASURING TOOL

As indicated earlier, the basis used for measuring the level of children's services throughout the study is the Standards for Children's Services in Public Libraries in New York State (New York Library Association, 1967). The decision to use these standards in this thesis is based on a careful assessment of existing standards, general to public library services as well as specific to children's services, both in Canada and the United States.

The use of standards at all, at a time when there is so much controversy about their ability to measure services adequately, can be justified by the fact that nothing better has yet appeared to take their place. Standards have been the basic measurement criteria for public library services for over 50 years. (Lowell, 1972), (Murray, 1972). Since the first standards were implemented in the United States in 1933 and in Canada in 1955, standards have been used to assess minimum levels of service, justify budgets, aid planning and direct services.

The recent movement towards emphasizing local planning processes, and basing assessments on goals and objectives statements, such as The Public Library Mission Statement and Its Imperatives for

Service (American Library Association, 1979) and Goals and Guidelines Working Papers (Public Library Association, 1973), has not replaced standards documents but has stressed the need for objective measures of service. Quantitative standards still represented the most objective means of comparing levels of service among libraries in a large geographic area.

Most standards relating to children's services were developed during the 1960's when children's services reached their peak. The California Library Association Children's and Young Peoples Section was the first to issue a separate set of standards for children's services (1961). The Standards for Children's Services in Public Libraries in New York State (New York Library Association, 1967) followed soon after.

Among standards that exist to date, the New York standards still remain the most comprehensive statement of quantitative standards specific to children's services available. They have not been superseded by any set of national, state, provincial or regional standards, and are therefore considered valid measures by which to assess the adequacy of children's services in Alberta.

Despite the fact that the New York standards offer the best approximation and most comprehensive set of quantitative standards for children's services, they do not cover all areas of service. As with other standards, they make reference to other documents which become incorporate parts of the children's standards. For example, Interim Standards for Small Public Libraries (Public Library Association, 1962), referred to in the New York standards, are the reference point for recommendations relating to staff.

Similarly, where the New York standards do not cover specific aspects of service, Alberta standards are used.

The "Alberta Public Libraries to 1980"... (Library Association of Alberta/Alberta Library Trustees Association, 1976), although never formally adopted, are known to be a reference point for librarians assessing library services in Alberta.

In the following sections the measures used and their sources are outlined.

HOURS OF OPENING: On the basis of an examination of the New York and Alberta standards, and for libraries serving less than 2,500 people, measures from the Alberta Rural Libraries Project (Newsom, 1974, p. cccxxxvi), on minimum levels for hours of opening were established for each population group. These levels were: 60 hours per week for libraries serving 30,000 people or more (Groups I and II); 40 hours per week for libraries serving between 10,000 and 29,999 people (Group III); 30 hours per week for libraries serving between 5,000 and 9,999 people (Group IV); 20 hours per week for libraries serving between 2,500 and 4,999 people (Group V); and 10 hours per week for libraries serving less than 2,500 people (Group VI).

The justification for applying these standards to children's services is based on the New York standards statement that "access to the collection of children's materials should be possible during all hours that the library is open to the public". (New York Library Association, 1967, p. 8).

LOAN PERIODS: The standard accepted as the reference point for assessing children's loan periods is based on the recommendation in the Alberta Rural Libraries Project which states that the "circulation period should be at least three weeks", (Newsom, 1974, p. cccxliii).

BOOK LIMITS: The New York standards used to evaluate book limits for children's books, state that "there should be no arbitrary restrictions as to the number of books a child may borrow at one time...". (New York Library Association, 1967, p. 8).

MEMBERSHIP FEES AND OVERDUE FINES: The principles contained in "Goals and Guidelines for Children's Services" (Public Library Association, 1973) and "Memorandum on Library Work With Children" (International Federation of Library Associations, 1967) form the basis for assessing membership fees and overdue fines. They indicate that public libraries should "assure equal access to all media and services of the library for all users, regardless of age, mental ability, physical handicaps, social characteristics, economic status, ethnic origin or religion", (Public Library Association, 1973, p. 2609), and that "no fee must be asked of any child for the privilege of borrowing books". (International Federation of Library Associations, 1967, p. 7).

CHILDREN'S SERVICES PERSONNEL: Standards for education, training and specialization of staff are based on a combination of New York, Alberta and Interim standards. These standards indicate that a

full-time children's librarian should be hired for any public library serving over 10,000 people and that a second children's specialist should be added in libraries serving more than 40,000 population. (New York Library Association, 1967, p. 22).

Minimum levels of education for personnel in charge of children's services are accepted as: five years of post-secondary education, including a library science degree, for personnel in libraries serving over 10,000 people (Groups I, II and III); two to four years of post-secondary education for personnel in libraries serving between 5,000 and 9,999 people (Group IV); high school graduation for personnel in libraries serving less than 5,000 people (Groups V and VI).

CHILDREN'S BOOK BUDGET: The basis for evaluating children's book budgets is the New York standards which state that "at least 30 percent of the total book budget should be allocated for children's book purchases". (New York Library Association, 1967, p. 13).

CHILDREN'S BOOK COLLECTION: The New York standards and formula for estimating juvenile book collections form the basis for assessing the adequacy of children's book collections. On the basis of these standards (New York Library Association, 1967, p. 12), the recommended minimum children's book collection for each population group is: 41,250 juvenile books for libraries serving 75,000 people or more (Group I); 16,000 juvenile books for libraries serving 30,000 people or more (Group II); 7,000 juvenile books for libraries serving 10,000 people or more (Group III); and 5,000 juvenile books for

libraries serving 5,000 people or more (Group IV). There should be "a basic collection of not less than 2,500 juvenile circulating books". (New York Library Association, 1967, p. 12).

MAJOR SURVEYS OF CHILDREN'S SERVICES IN PUBLIC LIBRARIES

Some of the most relevant research that has served as a basis for developing research procedures and comparing findings in this thesis are described.

The landmark study of children's services in public libraries is Elizabeth Gross' Children's Services in Public Libraries: Organization and Administration (American Library Association, 1963). Commissioned by the Children's Services Division of the American Library Association, it was intended to be one of a series of national studies relating to public libraries in the United States. When funding collapsed, it remained the only survey of children's services of a national scope and served as a model for many later studies including this one.

Gross focuses on the organizational patterns relating to the provision of children's services. Using a representative sample of 950 libraries, and data from three questionnaires, Gross found that most libraries fit into one of four basic organizational patterns. These she identified as the coordinator-advisory pattern, the advisory-supervisory pattern, the main library children's room pattern and the supervisory pattern, although "no two libraries surveyed were found to have identical patterns of organization". (Gross, 1963, p. 17). Administrative patterns varied somewhat according to the size of the population served.

> The survey of the organization of 270 libraries for which both the administrators' and children's supervisors' questionnaires were available showed that the simplest pattern predominates - the pattern in which the head of children's services is responsible for a main children's room, with or without other agencies (i.e., branches) included. (Gross, 1963, p. 42).

However, Gross (1963) found that none related to any better provision of service to children than any other.

Besides providing information on the effects of the administrative structure, Gross provided a great deal of information on other aspects of children's services, including funding, hours of opening, registration, circulation, bookstock, fees, loan periods, staff training, book selection, services, materials, programs, publicity and plans for future development.

Other studies that appeared provided information on children's services at the state level.

In 1962, Dorothy Broderick, then a consultant with the New York State Library, conducted a survey of 208 public libraries in New York State, reported in A Report on Children's Work in Selected Public Libraries in New York State (New York State Library, 1962). The study sought to determine "what was being done, how well it was being done, and what factors influenced the quality of library services to children". Data from responses to a questionnaire were compared in three ways: (1) according to state-wide findings; (2) on the basis of system versus non-system affiliations; and (3) according to population groupings. Regardless of the way in which data was analyzed, results remained the same. Broderick concluded that "the single most important fact gleaned from the mountains of statistics

is that a library can be as good as the librarian and the Board of Trustees want to make it". (Broderick, 1962, p. 19).

A second state survey, conducted by the Children's and Young Adult Services Section of the New York Library Association in 1972, and reported by the Public Relations Committee of the New York Library Association in its Report, found that most of the 22 public library systems surveyed showed improvements in programming and publicity since Broderick's study, but were still primarily print-oriented, and traditional in their program offerings.

A survey of children's services, conducted by Faith Hektoen, Children's Services Consultant with the Connecticut State Library, and reported in the School Library Journal (September, 1973, pp. 15-16) revealed weaknesses in staff, materials and shortages in services. Based on questionnaire responses from 169 libraries and 55 branches which were compared by size of library, this survey found Connecticut children's services suffered from inadequate funding, inadequate and uneven allocation of resources, poorly trained staff and gaps in children's collections.

This research was followed in 1978 by the Connecticut Research Documentation Project which concentrated on reference services for children. Again, under the direction of Ms. Hektoen, three control libraries, without children's staff, and 17 libraries with children's staff, were grouped and categorized by population served. Librarians in these libraries monitored and documented reference questions for one year. Data from this project showed an "astonishing" number of needs in children's collections, staff training and support services,

in services for parents and agencies working with children and in school-related materials and relations.

To supplement material on public libraries in Ohio, reported in Ralph Blasingame's Survey of Ohio Libraries and State Library Services (State Library of Ohio, 1968), Joanne Wolford, then a consultant with the Ohio State Library, questioned 259 libraries about their children's collections, budgets, programs and services. The results of this survey were reported by Margaret Poarch, Ms. Wolford's successor, two years later in "Children's Books and Services in Ohio Public Libraries" (Roundup, June, August, 1969).

Poarch, in assessing the results of this survey, found wide disparity and lack of agreement on the extent and nature of children's services in Ohio. Serious doubts were raised about collection priorities in children's departments and about the quality of children's programs and services.

In 1979, the Children's Services Survey Task Force of the Ohio Library Association completed a survey of children's services in 706 libraries. They surveyed coordinators, independent library personnel, branch personnel and bookmobile staff using four separate but parallel questionnaires. The results, reported in A Survey of Children's Services in Ohio Public Libraries (Ohio Library Association, 1979), indicates that children's services receive a lesser percentage of the resources than is indicated by the percentage of measurable results provided children through the library. While basic services received the most attention, bookmobile services were found to be most in need of attention.

A similar but briefer survey was undertaken in Virginia prior to the development of Children's Services Suggested Guidelines (Virginia State Library, 1979). This survey, conducted by the Children's Services Subcommittee of the Virginia Library Association Library Development Committee was based on questionnaire responses from 85 libraries in Virginia. It was found that less than half of the libraries had staff whose major responsibility was children's services, and that little beyond basic services and programs were offered. The need for guidelines was a major recommendation of the study.

Vermont Department of Libraries Task Force on Children's Services conducted a similar survey of 208 public libraries prior to the development of Recommendations for Public Library Service to Children in Vermont (Vermont Department of Libraries, 1979). On the basis of this survey, it was determined that only eight libraries had full-time professionally trained children's librarians. In the vast majority of the libraries, 84 percent of which served 3,000 people or less, children were served by librarians, library assistants or volunteers.

In March of 1974, the Children's Librarians Section of the Illinois Library Association surveyed 548 public libraries and 65 branches, using a questionnaire, and analyzing results on the basis of population groupings. In "Public Library Services to Children in Illinois; A Survey" (Erdahl, 1974, pp. 13-23), Jeanne Erdahl reported that, as libraries got larger, the proportion of the resources allocated to children's services got smaller. This included budget allocations as well as time spent on children's services.

With regard to problems encountered by children's librarians, lack of space was the most frequently mentioned problem by libraries in all groups. Her concluding comment was that "there seems to be a tendency for smaller libraries to be more concerned with materials and procedures and for larger libraries to be more concerned with services and public relations". (Erdahl, 1974, p. 17).

A succeeding survey, reported in part by Selma K. Richardson in "An Analytical Survey of Illinois Public Library Services to Children: Selected Findings" (Richardson, 1978, p. 497-503), involved administrators and children's librarians from 32 libraries in intensive interviews and on-site investigations that probed into five areas: (1) goals, (2) services, (3) personnel, (4) materials, and (5) facilities. Results indicated there was more variation in children's bookstocks, book budgets and circulation than there was similarity.

> It must be concluded that an average percent in any of these circumstances cannot reflect the diversity the range reveals. Thus, the use of an average percent to describe these libraries is tenuous and the use of percents in any standards or guidelines for children's services about these factors should be approached with caution. (Richardson, 1978, p. 504).

The most recently completed survey of children's services found during the preparation of this thesis was conducted by the Children's Services Survey Planning Committee of Wisconsin Division for Library Services in 1981. In this survey questionnaire responses from 363 libraries, branches and service points, highlighted strengths in informational services, materials access, summer programming and continuing education for staff. Major weaknesses of the libraries analyzed were in the areas of personnel management, administration and collection development.

These findings were reported in The Report of the First Statewide Survey of Children's Services in Public Libraries of Wisconsin (Wisconsin Department of Public Instruction, Division for Library Services, 1981) which was preceded and prompted by recommendations from the "Contemplation of Children's Services in Public Libraries of Wisconsin", held at Yahara Center, Madison on August 4-5, 1979. The survey report above provided the statistical basis for "Children's Services Addendum" to the Wisconsin Public Library System Standards (Wisconsin Library Association, 1974).

CANADIAN STUDIES OF CHILDREN'S SERVICES IN PUBLIC LIBRARIES

In Canada, research into children's services has been a consistently neglected area of investigation in the public library field. Although Libraries in Canada; A Study of Library Conditions and Needs (Ridington, 1933) recognized as early as 1933 that "the children's side of the problem should be the first to be attacked" (p. 88), the first national survey of children's services in Canada did not appear until 1961. At that time the Canadian Association of Children's Librarians, responding to the 1960/61 Canadian Library Association Program of Inquiry, conducted a questionnaire survey of 880 public libraries across Canada, 290 of which responded. The results of this survey were reported in the submission, "Survey of Children's Services in Canadian Public Libraries", which comprised part of The Present State of Library Service in Canada: A Program of Inquiry for 1960/61 (Canadian Library Association, 1961).

This survey indicated the need for more professional children's librarians. Of the 290 library systems which responded only 49

reported having professional librarians who were engaged in full-time work with children. One hundred fifty-six libraries (54 percent) had no full-time professional children's librarians on staff.

The survey also revealed critical shortages in children's book collections. Although 45 percent of the sample indicated their children's book budget was between 20 and 40 percent of the total book budget, 35 percent reported children's collections under 2000 volumes. Programs were not held in all libraries. Of the 290 responding libraries, 101 held story hours, 48 held film shows, and 35 held puppet shows, while 96 reported visits to schools, and 161 reported classes visiting the library.

The only major studies to be done on children's services in public libraries in Canada in recent years have been those conducted by Adele Fasick in 1977 and 1978 and that conducted on behalf of the Southwestern Regional Library System of Ontario in 1979.

In Children Using Media (Fasick, 1977) the interests and attitudes of users and non-users of the public library, six to twelve years old, in the Regina Public Library service area of Saskatchewan were examined in order to determine for what purpose children used the public library, how well their needs for information and recreational reading were met, what their reading and viewing preferences were and what factors appeared to influence use or non-use of the public library. Using questionnaires, checklists and attitude inventories, Fasick interviewed 540 children; 280 users in the public library and 260 non-users in the schools. Although this study was highly specific to Regina, it provided a great deal of information about children's library habits. Among other things, it found that 90

percent of the children who were library users came to borrow books, that three times as much fiction was borrowed as non-fiction and that more boys than girls borrowed non-fiction. It also showed that there were more differences in reading interests between boys and girls than there were between users and non-users.

Children who used the library tended to read more, tended to have higher educational and occupational aspirations and tended to have a more positive self-image than children who did not use the library. In almost every other respect, however, their interests and preferences were similar. Both groups viewed the public library in positive terms.

In Fasick's second study, What Should Libraries Do For Children? (1978), the perceptions and attitudes of librarians, trustees, elementary and nursery school teachers and adult users (mainly parents) in the South Central Regional Library System of Ontario were analyzed in order to (1) ascertain perceptions as to the availability of various materials and services, and (2) to assess the relative importance of each. Although this study indicated that traditional services were important, and perceived as well provided, differences in perceptions of how well certain types of materials and services were provided pointed towards a gap in communications between librarians and user groups. Users were generally unaware of the availability of many services provided by the library.

Because this survey was basically attitudinal, and included little specific information on actual services, or on the nature of the collections, its applicability to the present study was limited.

Similarly, the Children's Services Survey, 1979 (Info Bank, 1979) conducted in the Southwestern Regional Library System of Ontario, has limited usefulness as a model because it is an attitude survey. It sought information on the expectations of community decision makers, parents and children in 13 library systems in the Southwestern Regional Library System on the services provided to children. Although the study found a high level of satisfaction with library services that were provided, perceptions were not necessarily related to the actual provision of specific services. This was exemplified by the fact that reference services were perceived to be better in large libraries, whether or not they actually were.

The single most significant finding of this survey was that children influenced adults to use the library more often than adults influenced children to use the library. (Fifty-two percent of the responding parents indicated they came to the library to bring their children.) The study also indicated that community decision makers were generally aware of the importance the community placed on library services for children, although they did not always act on it.

As with Fasick's studies, the Children's Services Survey, 1979 (Info Bank, 1979) has limited applicability to the present study. Although it provides a great deal of information useful to the system being surveyed, it gives no indication of the actual services being provided or the resources being applied.

No other survey of children's services has been conducted in Canada or in any of the provinces of Canada. Although the national research study, Project Progress (Canadian Library Association, 1981), and the Alberta public library studies, The Alberta Rural

Libraries Project (Newsom, 1974), The Right to Know (L.M. Downey Research Associates Ltd., 1974) and 'The Alberta Library Network Research Project'. (Schick Information Systems, 1981), deal with major aspects of public library service, none of them deal specifically with children's services in public libraries.

SUMMARY

Information on children's services in public libraries has been obtained from four main sources. Journal articles on specific aspects of children's services, such as reading clubs, selection criteria, reference services or outreach programs, have provided background on the types and range of activities that constitute children's services. Although many of these articles include assessments of successful or innovative programs or service approaches, empirical evidence comes from research reports and discussions of research studies on specific aspects of these services.

Journal articles on the historical development and changing trends in children's services provided perspective and a framework from which to assess recurrent issues and controversies in the field. Issues discussed in the literature focused on such things as the role of the children's librarian, children's rights of access to the total resources of the library, the changing nature of children's materials, reference services for children, the need for goals and guidelines, and performance measures by which to assess children's services. Many of the issues discussed in these articles suggested factors to be included in the study.

In order to establish some basis for assessing the level of services provided to children, children's public library standards were surveyed and appropriate measures identified.

Most useful in terms of establishing a model for collecting data and interpreting results were general surveys of children's services. Of these, state surveys were most useful.

Many of the state surveys of children's services followed a similar pattern. Most were based on questionnaire responses from library staff serving children in public libraries. Most attempted to identify quantitative levels of service, and included questions on budget allocations, staffing, services, programs, collections, and service to special groups. Many also asked questions about space, library regulations and procedures. Many assessed results on the basis of the populations served and many attempted to relate at least some of the factors to standards or other similar studies. Nearly all of these studies formed the basis for the development of state standards for children's services. Altogether, their methodology and findings provided useful models upon which to base the present study.

Common patterns emerged from the findings of these studies also. Although extensive variation was observable in the data, many reached similar conclusions that tended to remain consistent over time. Most studies showed high levels of use of library services by children. Juvenile circulation and membership levels nearly always exceeded the proportion of children in the population. Output measures, as indicated by circulation and other services, nearly always exceeded the input measures, as indicated by budgets, collections, and staff. In most cases when size of library was correlated, larger libraries

were found to allocate a proportionately lower percentage of budget and resources to children's services than was allocated in smaller libraries.

Most libraries in all of the major studies were found to be print-oriented, with books and magazines being provided most often, while non-print media were offered less often.

All studies reported less than ideal staffing conditions. Children's librarians with professional qualifications were in a minority in all of the studies. In some, branches and large systems were found to have the lowest ratio of professionally trained full-time children's librarians. In others they had the highest. In most cases where task analysis was attempted, children's librarians were found to spend a large proportion of their time on clerical or discretionary tasks. The variation in specific duties was generally greater than the commonality.

Most libraries provided circulation services to children, and some kind and degree of reference services and programming. Few libraries provided outreach services, services to special groups or to schools.

Programs were most frequently traditional and in-house. The most commonly offered programs in all of the studies were preschool story hours, summer reading programs and book talks or films. Few innovative or special programs were mentioned.

The overall pattern from these studies indicated that children's services were generally understaffed, inadequately funded, and provided marginal to inadequate services. Although evidence of exceptional service levels could be found, few studies produced

evidence to suggest that children's services were in a strong and vital condition.

Because of the consistency of findings over time and among the various studies looked at, the validity of the present study and the present approach to assessing children's services in public libraries in Alberta has been strengthened.

In the following chapter, the background information obtained from the literature review was used to develop a questionnaire and research design for collecting and analyzing data on children's public library services in Alberta.

CHAPTER III

METHODOLOGY

This chapter deals with three phases of the study:

1. design and construction of a survey questionnaire,
2. testing of the questionnaire through a pilot study, and
3. administration of the final questionnaire.

In developing the survey instrument, a rationale for using a single and original questionnaire is given along with an explanation of the items included for study. The procedures for and nature of the informal pilot study are described. As well, an explanation of the sample is given.

Following this are explanations of how the data on children's services was collected and analyzed. The chapter concludes with an analysis of the response rate and a discussion of how the original sample was modified.

DESIGN OF THE QUESTIONNAIRE

Following an intensive literature search for a model on which to base the present study (described in Chapter II), it was decided to use a single survey questionnaire as the main research instrument.

The survey questionnaire was judged to be an appropriate device for obtaining common data and general factual information.

The decision to use one questionnaire rather than several, as were used in the Gross (1963) and the Ohio State Library (1979)

studies, was based on the need to develop a common body of comparable data for what amounted to a relatively small sample. (The total number of identified service locations in the province was 258.)

None of the related studies had questionnaires that could be used or easily adapted for use in the present study. Most of the questionnaires examined were developed for use in highly structured American state library systems, and most of them emphasized the administrative and personnel features of those systems. Although many included questions that were relevant, extensive modifications would have been necessary to adjust these questionnaires to the library situation in Alberta. Consequently, an original questionnaire was designed, incorporating some of the features of existing questionnaires, adapting other features and eliminating those that had little or no relevance.

FORMAT OF THE QUESTIONNAIRE

Identification of areas of study and development of individual questions were based on a comprehensive review of library literature, a close examination of related questionnaires and a preliminary review of annual statistical reports and relevant standards. Questions were divided into six sections aimed at obtaining data on a selected range of children's service components. Major areas covered were:

1. Background Information. This section was designed to obtain information on the general levels of service, the populations served and the practices and procedures that affected children's services.

2. Staff. This section was designed to obtain information on the kind of staff serving children, the amount of time they devoted to children's services, their experience, education and library training.
3. Collection Development and Use. This section sought information on the material resources dedicated to children's services, such as book budgets, bookstock, and other materials including children's magazines, multi-lingual and audiovisual materials.
4. Reference Services. This section was designed to examine the kinds of reference services offered to children and the kinds of resources provided to support this service.
5. Programs. This section was designed to obtain information on children's programming and on services to special groups such as children's activity clubs, parent support groups, institutions, schools, and pre-school organizations.
6. Planning. This question was aimed at obtaining information on the major concerns, problems and objectives of those working with children in the public library.

Three areas that were not included in the questionnaire were:

1. Reader's Advisory Services. This area of service to children was excluded from the present study because of the inability to arrive at satisfactory measures of service and because it was felt to be a complex area of sufficient scope to warrant a separate study.
2. Library Space. Because of the rapid changes taking place in Alberta and the number of building programs in progress at the

time the study was undertaken, it was impossible to obtain accurate or current information on the status of space allocations in many libraries. It was felt this area would more appropriately be the topic of a later study.

3. Young Adult Services. The questions dealing with young adult services in the questionnaire were of an exploratory nature and were largely designed to clarify the overlap in children's and young adult services. Further investigation of young adult services requires a different approach which would have made the present study too cumbersome and lengthy. Therefore, young adult services were excluded from this study.

RESEARCH PROCEDURES

The following section outlines the procedures by which the questionnaire was tested, administered and results were analyzed.

PILOT STUDY

Because the study was intended for a universal sample including all libraries in the province, a proper pilot study could not be carried out. However, an informal assessment of the questionnaire was undertaken in early March 1981, using a representative cross-section of 20 adults who were or had been involved in public libraries, but who would not be receiving the final questionnaire. This group consisted of eight practicing librarians; two serving in branches of large city library systems, two working in regional libraries, two working in school-housed public libraries and two working in libraries

serving less than 10,000 people. Other members of the pilot test group were three volunteers who were, or had recently been, active in small public libraries, five students from the Faculty of Library Science, University of Alberta, who had a particular interest in children's services, two faculty members of the Faculty of Library Science, University of Alberta, who were not members of the thesis committee and two consultants from the Libraries Division of Alberta Culture. As well, the questionnaire was monitored throughout by Professor Shirley Wright and Dr. Sheila Bertram, both members of the thesis committee from the Faculty of Library Science, University of Alberta.

The pilot test was aimed at ascertaining whether or not information requested was available and could be supplied, assessing the clarity of the questions, and testing the time required to complete the questionnaire. All members of the pilot study group reviewed the questionnaire and contributed comments and suggestions.

On the whole, reaction to the questionnaire was positive, although many of the comments and suggestions prompted changes in wording, organization and format. The average length of time required to answer the questionnaire was estimated to be one to two hours.

DESCRIPTION OF THE SAMPLE

The sample was intended to be a universal sample of all permanent public library service locations in the province of Alberta. Branches of the two large public library systems, all libraries in the regional systems and all school-housed public libraries were included as well as the Extension Library, University of Alberta. Bookmobiles were not considered to be permanent locations

although respondents were asked to include data on bookmobile services with data on the library from which they originated. Names and addresses for the public libraries included in the study were obtained from the mailing lists of the Library Services Branch, Alberta Culture.

COLLECTION OF DATA

Two hundred fifty-eight (258) questionnaires were mailed during the first week of April 1981 with two covering letters and a stamped, self-addressed envelope to encourage response (Appendix 1).

All questionnaires were sent directly to the libraries requested to answer them, with the exception of the two large city systems. In these cases, questionnaires for the branches were sent to central administrators for clearance, with a request to forward them to the appropriate personnel in the branches.

Two follow-up reminder letters, the second of which included a duplicate copy of the questionnaire, were sent on May 1, 1981 and on May 18, 1981. The closing date for receipt of the questionnaires was extended from April 30 to May 30, 1981 to encourage a higher return rate.

DATA ANALYSIS

Data was coded, entered on punch cards and analyzed during June and July 1981 using the Statistical Package for the Social Sciences (SPSS). Frequency scores were obtained for 129 variables and were cross-tabulated by size of population served.

Grouping of data by population groups was done on the basis of evidence in library literature and in other studies, notably those by Elizabeth Gross (1963) and Dorothy Broderick (1961), which found that size of the population served was the most relevant factor in differentiating levels of library service, and because most standards were based on population groupings.

Data was also sorted according to school-housed public library status and other library status. When it was found school-housed library data skewed results, analysis of school-housed public library services were withdrawn.

RESPONSE RATE

Of the 258 questionnaires sent out, 193 (75.1 percent) usable questionnaires were returned, 42 of which were from school-housed public libraries and 11 from branches in the two large municipal library systems. Distribution of the response rate among population groups can be seen on Table 1.

Because of the way in which data was administratively processed in the two large library systems, it was necessary to treat them as aggregate units. Thus data from the branches was amalgamated and each system was treated as one library. The only exception to this has been in the personnel section where data was expanded to include available information from branches of both large systems (144 cases were expanded to 167 cases).

Municipal district libraries presented similar problems. Where separate data was supplied for each location, it was treated as a separate library. Where only amalgamated information was supplied,

TABLE 1
RESPONSE RATE BY POPULATION GROUP

	GROUP I 75000 OR MORE	GROUP II 30000 TO 74999	GROUP III 10000 TO 29999	GROUP IV 5000 TO 9999	GROUP V 2500 TO 4999	GROUP VI LESS THAN 2500	ROW TOTAL
NUMBER IN SAMPLE	25*	4	7	18	36	165	258**
NUMBER RESPONDING	11	4	7	16	29	126	193
PERCENTAGE RESPONSE	39.3	100.0	100.0	88.9	80.5	76.4	75.1
NUMBER SCHOOL-HOUSED PUBLIC LIBRARIES	0	0	0	1	3	38	42
MODIFIED RESPONSE RATE	2	4	7	15	26	89	144*
MODIFIED PERCENTAGE RESPONSE	100.0	100.0	100.0	83.3	72.2	53.9	55.8

* THIS REFERS TO THE NUMBER OF SERVICE LOCATIONS IN THE TWO LARGE SYSTEMS. ALTHOUGH EACH SYSTEM SERVES OVER 75,000 POPULATION, BRANCHES MAY NOT.

** EXTENSION LIBRARY INCLUDED IN TOTAL. APPEARS ON SOME TABLES AS A MISSING CASE.

the municipal district was treated as one library, although it may have had more than one location. This affected only a few of the smaller libraries.

Thus, with these adjustments and with the withdrawal of school-housed public library responses, the final sample for which data was analyzed was 144 (Table 1).

SUMMARY

Because an intensive literature search failed to provide an adequate model of a survey instrument, the investigator developed an original, single survey questionnaire adapted to accommodate the Alberta public library system. The questionnaire dealt with three major areas of children's services; procedures and practices, resources, and selected types of services for children (see Appendix 1).

An informal evaluation of the questionnaire was made by 20 adults involved either directly or indirectly with public library services, but who did not receive the final questionnaire. The purpose of the preliminary assessment was to ascertain whether or not information requested was available, to test the clarity of the questions and to determine the time required to answer all questions.

The questionnaire was sent to 258 public libraries in the province, 193 (75.1 percent) of which responded. However, due to some modification of this sample, necessary to enable analysis by population groups and to accommodate aggregate responses, the final sample was 144 public libraries. School-housed public libraries were withdrawn from analysis at this point.

CHAPTER IV

CHILDREN'S SERVICES IN PUBLIC LIBRARIES IN ALBERTA

In this chapter, findings pertaining to the current status of children's services in Alberta public libraries are reported. Following a brief introductory section that identifies limitations of the findings and provides basic background data on the population, questionnaire responses are analyzed and reported in four main sections. The first section deals with responses relating to regulations and procedures that influence and determine children's accessibility to the resources of the library. The second section deals with responses associated with the resources allocated to children's services. These are of three kinds; personnel, budgetary and materials.

The third section deals with responses on selected aspects of children's programming and services. The final section deals with problems and planning concerns of respondents.

LIMITATIONS OF THE FINDINGS

Although findings present a fairly representative general picture of the status of children's public library services in Alberta, several limitations resulting from the nature of the data received, suggest caution when interpreting results.

1. Not all respondents answered every question. Although the response rate as a whole is fairly high, the response rate to some questions is quite low. As a result, response rates for individual questions are included in each of the tables.
2. Not all respondents refer to children's services in the same way. The lack of consistency, for instance, in the definition of children's services results in some differences in the way statistical records are kept and reported.
3. Not all libraries keep statistical records on all services. Estimates are sometimes used which may affect the accuracy of some results.
4. Since librarians are the main source of information, some distortion of results due to the "halo effect" (i.e., the tendency to make things look better than they really are) may have occurred.
5. Not all questions were understood to mean the same thing by all respondents. Some terminology appeared to confuse respondents resulting in non-response to some questions, and may account for some variation in responses. Examples are the use of the terms "directional question" and "children's librarian".
6. Since figures on the juvenile population of each municipality included in the study were not available at the time data was collected, direct comparisons with juvenile populations such as per capita ratios could not be obtained. Comparisons, therefore, are limited to available data provided by the questionnaire.

PROFILE OF THE POPULATION SERVED

Of the 2,094,700 residents in Alberta in 1980, 531,700 (25.4 percent) were estimated to be children between the ages of 0 and 14 years. (Alberta Bureau of Statistics, 1979, pp. 32-49). These figures give an idea of the number of potential users of public library services in Alberta in 1980, the base year of the study.

Table 2 shows the distribution of the population of responding communities in relation to the libraries serving them. As can be seen, the two large municipal library systems (Group I), represent 15.0 percent of the service locations yet serve 65.4 percent of the population. Eleven medium-sized libraries (Groups II and III) represent 6.6 percent of the service locations yet serve 18.5 percent of the population, while 130 small libraries (Groups IV, V, VI) represent 77.9 percent of the service locations yet serve 16.1 percent of the population. Of these, Group VI has the largest number of libraries (89), which represent the greatest proportion of the service locations (53.3 percent) yet serve only 4.6 percent of the population. Thus, the largest populations are served by the fewest number of libraries (Group I) while the smallest populations are served by the greatest number of libraries (Group VI).

Of those libraries returning questionnaires, the total reported population was 1,631,103. Although breakdowns for the population of children in all of the communities included in the study were not available, estimates based on the provincial average of 25.4 percent suggest that there are approximately 414,300 children in these communities who were potential library users.

TABLE 2
PROPORTION OF POPULATIONS SERVED BY RESPONDING LIBRARIES BY POPULATION GROUP

CATEGORY	GROUP I 75000 OR MORE	GROUP II 30000 TO 74999	GROUP III 10000 TO 29999	GROUP IV 5000 TO 9999	GROUP V 2500 TO 4999	GROUP VI LESS THAN 2500	ROW TOTAL
NUMBER OF LIBRARIES	2 systems (25 locations)	4	7	15	26	89	144* 167*
PERCENTAGE	15.0	2.4	4.2	9.0	15.6	53.3	100.0
TOTAL POPULATION	1,066,391	178,247	124,164	92,830	94,138	75,333	1,631,103
AVERAGE PER LOCATION	39,495	44,562	17,739	6,189	3,621	856	9,767
PERCENTAGE POPULATION	65.4	10.9	7.6	5.7	5.8	4.6	100.0

* EXTENSION LIBRARY INCLUDED IN TOTAL

Table 3 shows the legal status of the libraries included in the study. As can be seen, 87.4 percent are independent municipal libraries while 12.6 percent are community libraries. Of both types of libraries, 24.5 percent are members of one of the two regional library systems in the province. (At the time the data was collected, Marigold Regional Library System was not yet operational.)

PROVISIONS FOR SERVICE

In this section, definitions, regulatory procedures, and practices that affect children's services and influence children's accessibility to and ability to use library materials and services are analyzed. Such factors as the age parameters that identify the target group for children's services, hours of opening, loan periods, book limits, fines and fees and regulations governing children's access to adult and audiovisual materials are described.

AGE PARAMETERS DEFINING CHILDREN'S SERVICES

The age parameters most frequently chosen by respondents to identify the upper and lower limits for children's services are any age to 12-13 years of age. As indicated on Table 4, the majority of respondents in all population groups (65.4 percent) report children may join the library at any age. Only small libraries and one Group III library indicate a starting age requirement, ranging from two to six years of age.

Table 5 shows that while 29.8 percent of the respondents did not respond and 32.5 percent did not specify an age to which children's

TABLE 3
LEGAL STATUS BY POPULATION GROUP

COUNT / ROW PCT / COLUMN PCT	GROUP I 75000 OR MORE	GROUP II 30000 TO 74999	GROUP III 10000 TO 29999	GROUP IV 5000 TO 9999	GROUP V 2500 TO 4999	GROUP VI LESS THAN 2500	ROW TOTAL
CATEGORY							
MUNICIPAL LIBRARY	2 100.0 1.6	4 100.0 3.2	7 100.0 5.6	15 100.0 12.0	25 96.2 20.0	72 80.9 57.6	125 87.4
COMMUNITY LIBRARY	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	1 3.8 5.5	17 19.1 94.4	18 12.6
REGIONAL LIBRARY	0 0.0 0.0	0 0.0 0.0	1 14.2 2.8	5 33.3 14.2	5 19.2 14.3	24 26.9 68.6	35 24.5
COLUMN TOTAL	2 1.4	4 2.8	7 4.9	15 10.5	26 18.2	89 62.2	178 100.0

PERCENTS AND TOTALS BASED ON RESPONDENTS

COLUMNS EXCEED 100.0% BECAUSE LIBRARIES CAN HOLD MORE THAN ONE STATUS

143 VALID CASES 1 MISSING CASE

TABLE 4

AGE AT WHICH CHILDREN MAY JOIN LIBRARY BY POPULATION GROUP

COUNT / ROW PCT / COLUMN PCT	GROUP I 75000 OR MORE	GROUP II 30000 TO 74999	GROUP III 10000 TO 29999	GROUP IV 5000 TO 9999	GROUP V 2500 TO 4999	GROUP VI LESS THAN 2500	ROW TOTAL
CATEGORY							
ANY AGE	2 2.3 100.0	4 4.6 100.0	6 6.9 85.7	9 10.3 60.0	14 16.1 60.9	52 59.8 63.4	87 65.4
2-3 YEARS	0 0.0 0.0	0 0.0 0.0	1 5.6 14.3	2 11.1 13.3	4 22.2 17.4	11 61.1 13.4	18 13.5
4-5 YEARS	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	1 5.3 6.7	1 5.3 4.3	17 89.5 20.7	19 14.3
6 YEARS OR OLDER	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	3 33.3 20.0	4 44.4 17.4	2 22.2 2.4	9 6.8
COLUMN TOTAL	2 1.5	4 3.0	7 5.3	15 11.3	23 17.3	82 61.7	133 100.0

NUMBER OF MISSING OBSERVATIONS = 11 (7.7%)

TABLE 5

AGE TO WHICH CHILDREN'S SERVICES EXTEND BY POPULATION GROUP

COUNT / ROW PCT / COLUMN PCT	GROUP I 75000 OR MORE	GROUP II 30000 TO 74999	GROUP III 10000 TO 29999	GROUP IV 5000 TO 9999	GROUP V 2500 TO 4999	GROUP VI LESS THAN 2500	ROW TOTAL
CATEGORY							
NO AGE SPECIFIED	1 3.0 50.0	0 0.0 0.0	0 0.0 0.0	5 15.2 45.5	7 21.2 36.8	20 60.6 34.5	33 32.7
12-13 YEARS	1 3.1 50.0	3 9.4 75.0	3 9.4 42.9	2 6.3 18.2	8 25.0 42.1	15 46.9 25.9	32 31.7
14-15 YEARS	0 0.0 0.0	1 6.7 25.0	3 20.0 42.9	1 6.7 9.1	1 6.7 5.3	9 60.0 15.5	15 14.9
16-17 YEARS	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	2 22.2 18.2	1 11.1 5.3	6 66.7 10.3	9 8.9
18 YEARS OR OLDER	0 0.0 0.0	0 0.0 0.0	1 8.3 14.3	1 8.3 9.1	2 16.7 10.5	8 66.7 13.8	12 11.9
COLUMN TOTAL	2 2.0	4 4.0	7 6.9	11 10.9	19 18.8	58 57.4	101 100.0

NUMBER OF MISSING OBSERVATIONS = 43 (29.8%)

services extend, 31.7 percent specify 12-13 years as the age to which children's services extend. The remainder indicate a variety of older ages, ranging from 14-18 years, with both children's joining age, and the age to which children's services extend, tending to increase as the size of the library decreases.

Although the general pattern of responses is relatively consistent with the age parameters given in the New York standards (New York Library Association, 1967, p. 8), the variation in responses suggests some lack of agreement among librarians about the target group to which children's services are directed. This is particularly noticeable among respondents from small libraries.

HOURS OF OPENING

As shown on Table 6, the number of hours libraries are open for children ranges from four to 77 hours per week, and increases as the size of the population being served increases. With very few exceptions, these hours also correspond to the hours of opening for adults.

Of the responding libraries, only 15.1 percent are open 30 or more hours per week. with most of these serving populations over 10,000. Of those libraries serving populations under 10,000, 45.9 percent are open between ten and 29 hours per week while 39.1 percent are open less than ten hours per week. Of those open less than ten hours per week, most are libraries serving less than 2,500 people.

In comparing hours of opening with recommended minimum standards for each population group, indicated on Table 6 by a black line, it can be seen that 56.4 percent of all libraries are below minimum

TABLE 6
HOURS OF OPENING BY POPULATION GROUP

COUNT / ROW PCT / COLUMN PCT — CATEGORY	GROUP I 75000 OR MORE	GROUP II 30000 TO 74999	GROUP III 10000 TO 29999	GROUP IV 5000 TO 9999	GROUP V 2500 TO 4999	GROUP VI LESS THAN 2500	ROW TOTAL
70 HOURS OR MORE	0 0.0 0.0	2 100.0 50.0	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	2 1.5
60-69 HOURS	1 20.0 50.0	1 20.0 25.0	3 60.0 42.9	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	5 3.8
50-59 HOURS	1 50.0 50.0	0 0.0 0.0	0 0.0 0.0	1 50.0 7.7	0 0.0 0.0	0 0.0 0.0	2 1.5
40-49 HOURS	0 0.0 0.0	1 12.5 25.0	4 50.0 57.1	1 12.5 7.7	1 12.5 3.8	1 12.5 1.2	8 6.0
30-39 HOURS	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	2 66.7 15.4	0 0.0 0.0	1 33.3 1.2	3 2.3
20-29 HOURS	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	7 25.0 53.8	11 39.3 42.3	10 35.7 12.3	28 21.1
10-19 HOURS	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	2 6.1 15.4	12 36.4 46.2	19 57.6 23.5	33 24.8
LESS THAN 10 HOURS	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	2 3.8 7.7	50 96.2 61.7	52 39.1
COLUMN TOTAL	2 1.5	4 3.0	7 5.3	13 9.8	26 19.5	81 60.9	133 100.0

NUMBER OF MISSING OBSERVATIONS - 11 (7.7%)

standards, (Library Association of Alberta/Alberta Library Trustee Association, 1976, pp. 7-8).

Of these, 13 of the reporting branches in the large public library systems in Group I are at or above minimum levels while eight of the reporting branches are below. In terms of aggregate totals and system averages, one system appears to be above standards while the other system appears to be below.

In contrast to the marginal level of the large systems, 75.0 percent of the libraries in Group II and all of the libraries in Group III are at or above minimum levels with regard to hours of opening. Of the libraries in Group IV, 69.2 percent are below standards, while 53.8 percent of the libraries in Group V and 61.7 percent of the libraries in Group VI are below minimum standards. Of the libraries that are below minimum standards, 85.3 percent of these are libraries serving populations under 5,000.

HOURS OF MAXIMUM ACCESSIBILITY TO CHILDREN

Because the number of hours of opening per week is not always a true reflection of the availability of the collection to children, the proportion of that time that occurs during hours of maximum accessibility to children (i.e., after school, in the evenings and on weekends) is assessed. Table 7 shows percentages of the total time open that occur after school, in the evenings and on weekends. A bench mark percentage of accessibility in terms of hours open is established at 50 percent since after school, evening and weekend hours cannot total more than 50 percent of the total possible hours a library can be open per week.

TABLE 7
ACCESSIBILITY FOR CHILDREN BY POPULATION GROUP

COUNT / ROW PCT / COLUMN PCT	GROUP I 75000 OR MORE	GROUP II 30000 TO 74999	GROUP III 10000 TO 29999	GROUP IV 5000 TO 9999	GROUP V 2500 TO 4999	GROUP VI LESS THAN 2500	ROW TOTAL
CATEGORY							
50 PERCENT OR MORE	2 2.6 100.0	3 3.8 75.0	3 3.8 50.0	7 9.0 58.3	21 26.9 80.8	42 53.8 57.5	78 63.4
40-49 PERCENT	0 0.0 0.0	1 6.3 25.0	3 18.8 50.0	3 18.8 25.0	4 25.0 15.4	5 31.3 6.8	16 13.0
30-39 PERCENT	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	1 16.7 8.3	0 0.0 0.0	5 83.3 6.8	6 4.9
20-29 PERCENT	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	1 14.3 8.3	1 14.3 3.8	5 71.4 6.8	7 5.7
LESS THAN 20 PERCENT	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	16 100.0 21.9	16 13.0
COLUMN TOTAL	2 1.6	4 3.3	6 4.9	12 9.8	26 21.1	73 59.3	123 100.0

NUMBER OF MISSING OBSERVATIONS = 21 (14.8%)

Although Table 7 shows that the majority of libraries in all population groups (63.4 percent) are open 50 percent or more of the time during hours of maximum accessibility to children, variations do occur. The ratio of accessibility declines as the libraries get smaller. More Group VI libraries fall below the 50 percent level than in any other categories. Thus, libraries that are open the fewest number of hours per week are also open the fewest number of accessible hours.

LOAN PERIODS

Loan periods appear to follow a similar pattern. As indicated in Table 8, the favored loan period for large and medium-sized libraries is 21 days whereas the favored loan period for small libraries is 14 days. Although some libraries in all population groups indicate adherence to a 21-day loan period, all libraries in Groups I and II and 85.7 percent of the libraries in Group III indicate this. On the other hand, of the libraries that report adherence to a 14-day loan period (67.6 percent), all but one are libraries serving less than 10,000 people.

These findings indicate that 67.6 percent of the libraries have shorter circulation periods than the recommended minimum. (Newsom, 1974, Vol. II, p. cccvliiiv).

BOOK LIMITS

Findings indicate that the majority of libraries (68.3 percent), limit the number of books children may borrow at any one time (Table 9). Although large public libraries report they impose no limits and

TABLE 8

LOAN PERIOD FOR CHILDREN BY POPULATION GROUP

COUNT / ROW PCT / COLUMN PCT	GROUP I 75000 OR MORE	GROUP II 30000 TO 74999	GROUP III 10000 TO 29999	GROUP IV 5000 TO 9999	GROUP V 2500 TO 4999	GROUP VI LESS THAN 2500	ROW TOTAL
CATEGORY							
7 DAYS OR LESS	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	2 100.0 2.4	2 1.4
14 DAYS	0 0.0 0.0	0 0.0 0.0	1 1.1 14.3	7 7.4 46.7	16 17.0 61.5	70 74.5 82.4	94 67.6
21 DAYS	2 5.0 100.0	4 10.0 100.0	6 15.0 85.7	8 20.0 53.3	10 25.0 38.5	10 25.0 11.8	40 28.8
28 DAYS OR MORE	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	3 100.0 3.5	3 2.2
COLUMN TOTAL	2 1.4	4 2.9	7 5.0	15 10.8	26 18.7	85 61.2	139 100.0

NUMBER OF MISSING OBSERVATIONS = 5 (3.5%)

TABLE 9

BOOK LIMIT FOR CHILDREN BY POPULATION GROUP

COUNT / ROW PCT / COLUMN PCT	GROUP I 75000 OR MORE	GROUP II 30000 TO 74999	GROUP III 10000 TO 29999	GROUP IV 5000 TO 9999	GROUP V 2500 TO 4999	GROUP VI LESS THAN 2500	ROW TOTAL
CATEGORY							
NO BOOK LIMIT	2 4.5 100.0	3 6.8 75.0	3 6.8 50.0	1 2.3 6.7	8 18.2 32.0	27 61.4 31.0	44 31.7
MORE THAN 6 BOOKS	0 0.0 0.0	0 0.0 0.0	1 25.0 16.7	0 0.0 0.0	1 25.0 4.0	2 50.0 2.3	4 2.9
5-6 BOOKS	0 0.0 0.0	0 0.0 0.0	2 8.7 33.3	7 30.4 46.7	4 17.4 16.0	10 43.5 11.5	23 16.5
3-4 BOOKS	0 0.0 0.0	1 2.1 25.0	0 0.0 0.0	6 12.5 40.0	8 16.7 32.0	33 68.8 37.9	48 34.5
1-2 BOOKS	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	1 5.0 6.7	4 20.0 16.0	15 75.0 17.2	20 14.4
COLUMN TOTAL	2 1.4	4 2.9	6 4.3	15 10.8	25 18.0	87 62.6	139 100.0

NUMBER OF MISSING OBSERVATIONS = 5 (3.5%)

medium-sized public libraries indicate they are divided between those that impose no limits (60.0 percent) and those that impose a limit of three to six books (40.0 percent), small libraries impose limits in 71.6 percent of the cases.

For those libraries that impose limits, the number of books children are allowed to borrow at any one time appears to decrease as the size of the library decreases, with the most frequently imposed limit being three to four books (34.5 percent of the cases indicated this).

Thus, 68.3 percent of the responding libraries fail to meet minimum standards with regard to book limits. (New York Library Association, 1967, p. 8).

MEMBERSHIP FEES

Size of library does not appear to be a determining factor in whether or not fees are charged to children. Table 10 indicates that 73.9 percent of all responding libraries charge membership fees to children. Large public libraries are just as likely as small libraries to do this.

Of those charging membership fees, 10.1 percent charge family fees, 35.5 percent charge fees under $1.00, while 28.3 percent charge more than $1.00. Only Group IV through VI libraries charge family fees or fees greater than $2.00.

In most cases children are charged smaller fees than adults. Although this suggests preferential fee structures in favor of children, the charging of fees to children at all contravenes the principles of open access and free library service for children

TABLE 10
MEMBERSHIP FEES FOR CHILDREN BY POPULATION GROUP

COUNT / ROW PCT / COLUMN PCT — CATEGORY	GROUP I 75000 OR MORE	GROUP II 30000 TO 74999	GROUP III 10000 TO 29999	GROUP IV 5000 TO 9999	GROUP V 2500 TO 4999	GROUP VI LESS THAN 2500	ROW TOTAL
NO FEES CHARGED	1 2.8 50.0	2 5.6 50.0	1 2.8 14.3	3 8.3 21.4	5 13.9 20.0	24 66.7 27.9	36 26.1
FAMILY FEE ONLY	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	3 21.4 21.4	3 21.4 12.0	8 57.1 9.3	14 10.1
LESS THAN .50	1 6.3 50.0	1 6.3 25.0	2 12.5 28.6	0 0.0 0.0	2 12.5 8.0	10 62.5 11.6	16 11.6
.50-.99	0 0.0 0.0	1 3.0 25.0	3 9.1 42.9	4 12.1 28.6	5 15.2 20.0	20 60.6 23.3	33 23.9
1.00-1.99	0 0.0 0.0	0 0.0 0.0	1 3.7 14.3	1 3.7 7.1	9 33.3 36.0	16 59.3 18.6	27 19.6
2.00 OR MORE	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	3 25.0 21.4	1 8.3 4.0	8 66.7 9.3	12 8.7
COLUMN TOTAL	2 1.4	4 2.9	7 5.1	14 10.1	25 18.1	86 62.3	138 100.0

NUMBER OF MISSING OBSERVATIONS = 6 (4.2%)

contained in the "Memorandum on Library Work With Children". (International Federation of Library Associations, 1967, p. 7).

OVERDUE FINES

The majority of responding libraries report charging overdue fines to children (80.3 percent). Table 11 shows that, except for two libraries in Group II, all responding large and medium-sized libraries charge overdue fines to children, varying from one to five cents per book per day. Small libraries are equally likely to charge overdue fines to children although they show more variation in the range of fines. Although 57.4 percent charge fines varying from one to five cents, only small libraries charge more than five cents per book per day or charge according to some other rate, such as weekly or loan period rate. At the same time, most of the libraries that charge no overdue fines to children (19.7 percent) are small libraries serving less than 5,000 people.

As with membership fees, findings indicate that most libraries in Alberta charge overdue fines to children, which again runs counter to the intent of the "Memorandum on Librar Work With Children". (International Federation of Library Associations, 1967, p. 7).

ACCESS TO THE ADULT COLLECTION

In a majority of cases (64.5 percent), libraries exercise some degree or kind of restriction on children's use of adult materials. Table 12 shows that the conditions under which children are allowed to use materials in the adult collection are left up to the librarian

TABLE 11

OVERDUE FINES FOR CHILDREN BY POPULATION GROUP

COUNT / ROW PCT / COLUMN PCT	GROUP I 75000 OR MORE	GROUP II 30000 TO 74999	GROUP III 10000 TO 29999	GROUP IV 5000 TO 9999	GROUP V 2500 TO 4999	GROUP VI LESS THAN 2500	ROW TOTAL
CATEGORY							
NO OVERDUE FINES	0 0.0 0.0	2 7.1 50.0	0 0.0 0.0	0 0.0 0.0	5 17.9 19.2	21 75.0 23.9	28 19.7
1-2 CENTS	1 2.6 50.0	1 2.6 25.0	4 10.3 57.1	2 5.1 13.3	7 17.9 26.9	24 61.5 27.3	39 27.5
3-5 CENTS	1 2.2 50.0	1 2.2 25.0	3 6.5 42.9	9 19.6 60.0	11 23.9 42.3	21 45.7 23.9	46 32.4
6-10 CENTS	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	2 20.0 13.3	2 20.0 7.7	6 60.0 6.8	10 7.0
MORE THAN 10 CENTS	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	1 100.0 1.1	1 0.7
OTHER RATES	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	2 11.1 13.3	1 5.6 3.8	15 83.3 17.0	18 12.7
COLUMN TOTAL	2 1.4	4 2.8	7 4.9	15 10.6	26 18.3	88 62.0	142 100.0

NUMBER OF MISSING OBSERVATIONS = 2 (1.5%)

TABLE 12
CHILDREN'S USE OF ADULT COLLECTION BY POPULATION GROUP

CATEGORY	GROUP I 75000 OR MORE	GROUP II 30000 TO 74999	GROUP III 10000 TO 29999	GROUP IV 5000 TO 9999	GROUP V 2500 TO 4999	GROUP VI LESS THAN 2500	ROW TOTAL
WHEN ACCOMPANIED BY ADULT	0 0.0 0.0	0 0.0 0.0	1 3.7 14.3	3 11.1 20.0	4 14.8 15.4	19 70.4 22.6	27 19.6
WITH PARENTS PERMISSION	1 2.1 50.0	0 0.0 0.0	2 4.2 28.6	6 12.5 40.0	10 20.8 38.5	29 60.4 34.5	48 34.8
WHEN ADULT CARD HAS BEEN OBTAINED	0 0.0 0.0	0 0.0 0.0	2 8.0 28.6	2 8.0 13.3	7 28.0 26.9	14 56.0 16.6	25 18.1
AT DISCRETION OF THE LIBRARIAN	0 0.0 0.0	0 0.0 0.0	1 1.3 14.3	10 13.3 66.7	12 16.0 46.2	52 69.3 61.9	75 54.3
SOME MATERIALS UNAVAILABLE	0 0.0 0.0	1 4.3 25.0	2 9.5 28.6	3 14.3 20.0	3 14.3 11.5	12 57.1 14.3	21 15.2
AVAILABLE BY AGE OR CONSENT	1 4.0 50.0	0 0.0 0.0	3 12.0 42.9	5 20.0 33.3	3 12.0 11.5	13 52.0 15.5	25 18.1
UNRESTRICTED ACCESS	1 2.0 50.0	3 6.1 75.0	3 6.1 42.9	4 8.2 26.7	13 26.5 50.0	25 51.0 29.8	49 35.5
OTHER CONDITIONS OF ACCESS	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	1 100.0 1.1	1 0.7
COLUMN TOTAL	2 1.4	4 2.9	7 5.1	15 10.9	26 18.8	84 60.9	138 100.0

PERCENTS AND TOTALS BASED ON RESPONDENTS

COLUMN PERCENTAGES EQUAL MORE THAN 100.0% BECAUSE RESPONDENTS COULD MAKE MORE THAN ONE CHOICE.

138 VALID CASES 6 MISSING CASES (4.2%)

in 54.3 percent of the cases, while they are left up to the parents in 34.8 percent of the cases.

Most of the libraries also have a variety of other requirements including possession of an adult card (18.1 percent), accompaniment by an adult (19.6 percent), reaching a certain age or obtaining special permission (18.1 percent). Many identify more than one requirement and some indicate that certain materials continue to be unavailable to children (15.2 percent).

Some of the reasons given for restricting children's access to adult materials are protection of rare or expensive items, shortages in some subject areas, the feeling that children are unable to use expensive audiovisual material properly and the feeling that children need protection from some unsuitable material. In most cases children do have access to adult reference materials.

Only 35.5 percent of the responding libraries indicate children have unrestricted access to adult materials. Although some libraries in all population groups indicate this, large and medium-sized libraries tend to indicate this more frequently than small libraries, while small libraries tend to report a greater variety of restrictive practices than large and medium-sized libaries. In most cases where unrestricted access is indicated, final responsibility for children's selection of materials is left up to the parents.

USE OF THE AUDIOVISUAL COLLECTION

Of the 44 libraries (30.6 percent of the sample) that report having audiovisual materials available for loan, 50.0 percent indicate children are not allowed to borrow these materials

(Table 13). Of the 46 libraries (31.9 percent of the sample) that report audiovisual materials are available for use in the library, 54.3 percent indicate children are not allowed to use them in the library (Table 14).

Nearly all of the large and medium-sized libaries, that have audiovisual collections, allow children to borrow at least some types. None of the large libraries, however, allow children to use audiovisual materials in the library and only 55.6 percent of the medium-sized libraries allow this.

Few small libraries report any audiovisual holdings. Of those that do, 36.4 percent allow children to borrow these materials whereas 45.7 percent allow children to use them in the library.

These findings suggest that with regard to children's access to adult and audiovisual materials, a large number of Alberta's public libraries, particularly small libraries, fail to meet the objectives of "equal access" to the "full resources of the library" embodied in "Goals and Guidelines for Children's Services". (American Library Association, Task Force on Children's Services, 1973, p. 2609).

CHILDREN'S SERVICES PERSONNEL

In this section, the findings relating to the staff of children's service areas are examined. Personnel factors such as job titles, hours or work, amount of time spent on children's services, assistance from other staff members, experience, educational background and library training, are discussed.

TABLE 13
CHILDREN'S AUDIOVISUAL BORROWING BY POPULATION GROUP

COUNT / ROW PCT / COLUMN PCT	GROUP I 75000 OR MORE	GROUP II 30000 TO 74999	GROUP III 10000 TO 29999	GROUP IV 5000 TO 9999	GROUP V 2500 TO 4999	GROUP VI LESS THAN 2500	ROW TOTAL
CATEGORY							
NO	0 0.0 0.0	1 4.5 25.0	0 0.0 0.0	4 18.2 44.4	5 22.7 83.3	12 54.5 66.7	22 50.0
YES	2 9.1 100.0	3 13.6 75.0	5 22.7 100.0	5 22.7 55.6	1 4.5 16.7	6 27.3 33.3	22 50.0
COLUMN TOTAL	2 4.5	4 9.1	5 11.4	9 20.5	6 13.6	18 40.9	44 100.0

NUMBER OF MISSING OBSERVATIONS = 100 (69.4%)

TABLE 14

CHILDREN'S AUDIOVISUAL USE IN THE LIBRARY BY POPULATION GROUP

COUNT / ROW PCT / COLUMN PCT	GROUP I 75000 OR MORE	GROUP II 30000 TO 74999	GROUP III 10000 TO 29999	GROUP IV 5000 TO 9999	GROUP V 2500 TO 4999	GROUP VI LESS THAN 2500	ROW TOTAL
CATEGORY							
NO	2 8.0 100.0	1 4.0 25.0	3 12.0 60.0	5 20.0 71.4	5 20.0 71.4	9 36.0 42.9	25 54.3
YES	0 0.0 0.0	3 14.3 75.0	2 9.5 40.0	2 9.5 28.6	2 9.5 28.6	12 57.1 57.1	21 45.7
COLUMN TOTAL	2 4.3	4 8.7	5 10.9	7 15.2	7 15.2	21 45.7	46 100.0

NUMBER OF MISSING OBSERVATIONS = 98 (68.0%)

Because data was available on the staffing component of each of the branches in the large systems in Group I the number of cases in this section was expanded from two to 25, making the total number of cases 167.

RESPONSIBILITY FOR CHILDREN'S SERVICES

Because of the multiplicity of job titles given, these are clustered under general headings that reflect the basic orientation or degree of specialization. Thus, Children's Librarian is used to represent such job titles as Director of Children's Services, Coordinator of Children's Services, Children's Specialist, Supervisor of the Children's Department and other job titles denoting specialization in children's services.

The term Librarian is used to represent such job titles as Branch Supervisor, Head Librarian, Director of Library Services, Library Director and other job titles denoting general responsibility for library services, including service to children. The term Library Clerk refers to non-professional personnel retained on wages, while Volunteer indicates unpaid voluntary contributors. Job titles which fail to reflect any clear designation of responsibility for children's services, such as Library Assistant, Assistant Coordinator, Public Services Librarian or Program Librarian are clustered under Other.

On the basis of this generalized assessment, 13.6 percent of the respondents are identified as Children's Librarians; 57.1 percent are identified as Librarians; 4.9 percent are identified as Library Clerks and 19.9 percent are identified as Volunteers (Table 15).

TABLE 15
RESPONSIBILITY FOR CHILDREN'S SERVICES BY POPULATION GROUP

COUNT / ROW PCT / COLUMN PCT	GROUP I 75000 OR MORE	GROUP II 30000 TO 74999	GROUP III 10000 TO 29999	GROUP IV 5000 TO 9999	GROUP V 2500 TO 4999	GROUP VI LESS THAN 2500	ROW TOTAL
CATEGORY							
CHILDREN'S LIBRARIAN	12 54.5 57.1	3 13.6 75.0	4 18.2 57.1	2 9.0 13.3	0 0.0 0.0	1 4.5 1.1	22 13.6
LIBRARIAN	9 9.8 42.9	0 0.0 0.0	2 2.2 28.6	12 18.0 80.0	24 26.1 92.3	45 48.9 51.1	92 57.1
LIBRARY CLERK	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	8 100.0 9.1	8 4.9
VOLUNTEERS	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	32 100.0 36.4	32 19.9
OTHER	0 0.0 0.0	1 14.3 25.0	1 14.3 14.3	1 14.3 6.7	2 28.6 7.7	2 28.6 2.3	7 4.4
COLUMN TOTAL	21 13.0	4 2.5	7 4.3	15 9.3	26 16.1	88 54.8	161 100.0

NUMBER OF MISSING OBSERVATIONS = 6 (3.6%)

Of those identified as Children's Librarians, 86.4 percent are from libraries serving over 10,000 people. Of those identified as Librarians 88.0 percent are from libraries serving less than 10,000 people. Library Clerks and Volunteers appear only in Group VI libraries. Although some distortion of the Librarian category may have occurred due to a number of Volunteers and part-time paid personnel referring to themselves as Librarians (being the sole providers of library services in their communities), the basic pattern of responses suggests that specialization of function increases as the size of the population increases and that the point at which Children's Librarians appear to be first hired is 10,000 population. This is consistent with recommendations in New York standards. (New York Library Association, 1967, p. 22).

Medium-sized libraries have the highest proportion of Children's Librarians, while large public library systems adhere to a dichotomous approach. One large public library system hires children's specialists while the other system follows the generalist approach. Understandably, most small libraries employ general Librarians, Library Clerks or depend on Volunteers for provision of library services to children.

AMOUNT OF TIME SPENT ON CHILDREN'S SERVICES

Hours of work reported by personnel increase as the size of the population served increases (Table 16). All of the respondents in large and medium-sized libraries, except one, report working full time while a majority of the respondents in small libraries report working part time. Of those respondents in Group VI that report

TABLE 16

NUMBER OF HOURS WORKED PER WEEK BY POPULATION GROUP

COUNT / ROW PCT / COLUMN PCT — CATEGORY	GROUP I 75000 OR MORE	GROUP II 30000 TO 74999	GROUP III 10000 TO 29999	GROUP IV 5000 TO 9999	GROUP V 2500 TO 4999	GROUP VI LESS THAN 2500	ROW TOTAL
35 HOURS OR MORE	21	4	6	4	5	2	42
	50.0	9.5	14.3	9.5	11.9	4.3	30.2
	100.0	100.0	85.7	26.7	19.2	3.0	
20-34 HOURS	0	0	0	9	15	12	36
	0.0	0.0	0.0	25.0	41.7	33.3	25.9
	0.0	0.0	0.0	60.0	57.7	18.2	
10-19 HOURS	0	0	1	2	5	21	29
	0.0	0.0	3.4	6.9	17.2	72.4	20.9
	0.0	0.0	14.3	13.3	19.2	31.8	
LESS THAN 10 HOURS	0	0	0	0	1	31	32
	0.0	0.0	0.0	0.0	3.1	96.9	23.0
	0.0	0.0	0.0	0.0	3.8	47.0	
COLUMN TOTAL	21	4	7	15	26	66	139
	15.1	2.9	5.0	10.8	18.7	47.5	100.0

NUMBER OF MISSING OBSERVATIONS = 28 (16.8%)

working part time, almost half (48.4 percent) work less than ten hours per week.

Regardless of the number of hours worked, however, the proportion of that time spent on children's services varies considerably (Table 17). Of the respondents that report working full time, only 19.0 percent in Group I, 50.0 percent in Group II, and 33.3 percent in Group III report spending all of their time on children's services. The rest of the respondents from these groups are almost equally divided between those who spend 25-49 percent of their time on children's services and those who spend more than 50 percent of their time on children's services.

More than half of the respondents from Groups IV through VI (56.6 percent) spend less than 50 percent of their work time on children's services. Of these 17.0 percent spend less than 25 percent of their time on children's services.

Thus, those who work the fewest hours per week also spend the smallest percentage of their time working on behalf of children's services.

ASSISTANCE WITH CHILDREN'S SERVICES

Of those reporting on the amount of assistance they receive from other staff, 85.4 percent report receiving some kind of assistance with children's services (Table 18). Twelve percent (12.0 percent) report having one or more full-time assistants; 33.6 percent report having part-time assistance while 39.6 percent report having volunteer assistance only. Fourteen point six percent (14.6 percent)

TABLE 17

PERCENTAGE OF WORK TIME SPENT ON CHILDREN'S SERVICES BY POPULATION GROUP

COUNT / ROW PCT / COLUMN PCT	GROUP I 75000 OR MORE	GROUP II 30000 TO 74999	GROUP III 10000 TO 29999	GROUP IV 5000 TO 9999	GROUP V 2500 TO 4999	GROUP VI LESS THAN 2500	ROW TOTAL
CATEGORY							
100 PERCENT	4	2	2	0	0	2	10
	40.0	20.0	20.0	0.0	0.0	20.0	11.9
	19.0	50.0	33.3	0.0	0.0	6.5	
75-99 PERCENT	5	1	1	1	0	2	10
	50.0	10.0	10.0	10.0	0.0	20.0	11.9
	23.8	25.0	16.7	11.1	0.0	6.5	
50-74 PERCENT	2	1	3	0	3	15	24
	8.3	4.2	12.5	0.0	12.5	62.5	28.6
	9.5	25.0	50.0	0.0	23.1	48.4	
25-49 PERCENT	10	0	0	5	7	9	31
	32.2	0.0	0.0	16.1	22.6	29.0	36.9
	47.6	0.0	0.0	55.6	53.8	29.0	
LESS THAN 25 PERCENT	0	0	0	3	3	3	9
	0.0	0.0	0.0	33.3	33.3	33.3	10.7
	0.0	0.0	0.0	33.3	23.1	9.6	
COLUMN TOTAL	21	4	6	9	13	31	84
	25.0	4.8	7.1	10.7	15.5	36.9	100.0

NUMBER OF MISSING OBSERVATIONS = 83 (49.7%)

TABLE 18

CHILDREN'S SERVICES ASSISTANCE BY POPULATION GROUP

COUNT / ROW PCT / COLUMN PCT	GROUP I 75000 OR MORE	GROUP II 30000 TO 74999	GROUP III 10000 TO 29999	GROUP IV 5000 TO 9999	GROUP V 2500 TO 4999	GROUP VI LESS THAN 2500	ROW TOTAL
CATEGORY							
NO ASSISTANCE	2 12.8 22.2	0 0.0 0.0	1 5.8 14.3	1 5.8 9.1	3 17.6 14.3	10 58.9 15.6	17 14.6
PART-TIME ASSISTANCE	3 7.7 33.3	0 0.0 0.0	3 7.7 42.9	7 17.9 63.6	11 28.2 52.4	15 38.5 23.4	39 33.6
1 OR MORE FTE ASSISTANTS	4 28.6 44.4	4 28.6 100.0	3 21.4 42.9	1 7.1 9.1	1 7.1 4.8	1 7.1 1.6	14 12.0
VOLUNTEERS	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	2 4.3 18.2	6 13.0 28.6	38 82.6 59.4	46 39.6
COLUMN TOTAL	9 7.7	4 3.4	7 6.0	11 9.5	21 18.1	64 55.2	116 100.0

NUMBER OF MISSING OBSERVATIONS = 51 (30.7%)

indicate they receive no assistance with children's services at all.

Respondents from medium-sized libraries have the largest proportion of children's services personnel who have one or more full-time assistants (63.6 percent), while 44.4 percent of the respondents from large libraries indicate this. Small libraries, on the other hand, depend almost entirely on part-time or volunteer assistance for help with children's services (82.3 percent).

LIBRARY EXPERIENCE

A considerable amount of experience is reported by respondents. Table 19 shows that 52.3 percent of all respondents have more than five years of library experience, and that 27.8 percent have more than ten years.

Small public libraries are as likely as large public libraries to have experienced people in charge of children's services. Table 19 shows that 62.5 percent of the respondents in Group I have more than five years of library experience while 52.4 percent of the respondents in Groups IV through VI have more than five years of library experience.

Medium-sized libraries appear to have the highest proportion of new recruits. Table 19 shows that 54.5 percent of the respondents in Groups II and III have less than three years of library experience.

Of those respondents identified as Children's Librarians (Table 20), 54.6 percent have more than five years of library experience. Of those identified as Librarians, 47.4 percent have more than five years of library experience.

TABLE 19

NUMBER OF YEARS OF LIBRARY EXPERIENCE BY POPULATION GROUP

COUNT / ROW PCT / COLUMN PCT	GROUP I 75000 OR MORE	GROUP II 30000 TO 74999	GROUP III 10000 TO 29999	GROUP IV 5000 TO 9999	GROUP V 2500 TO 4999	GROUP VI LESS THAN 2500	ROW TOTAL
CATEGORY							
1 YEAR OR LESS	2 9.5 12.5	0 0.0 0.0	1 4.8 14.3	2 9.5 13.3	4 19.0 15.4	12 57.1 14.5	21 13.9
2-3 YEARS	3 7.9 18.8	1 2.6 25.0	4 10.5 57.1	3 7.9 20.0	5 13.2 19.2	22 57.9 26.5	38 25.2
4-5 YEARS	1 7.7 6.2	1 7.7 25.0	0 0.0 0.0	1 7.7 6.7	2 15.3 7.7	8 61.5 9.6	13 8.6
6-10 YEARS	5 13.5 31.2	2 5.4 50.0	2 5.4 28.6	4 10.8 26.7	4 10.8 15.4	20 54.0 24.1	37 24.5
MORE THAN 10 YEARS	5 11.9 31.2	0 0.0 0.0	0 0.0 0.0	5 11.9 33.3	11 26.2 42.3	21 50.0 25.3	42 27.8
COLUMN TOTAL	16 10.6	4 2.7	7 4.6	15 9.8	26 17.2	83 54.9	151 100.0

NUMBER OF MISSING OBSERVATIONS = 16 (9.6%)

TABLE 20

NUMBER OF YEARS OF LIBRARY EXPERIENCE BY POSITION

COUNT / ROW PCT / COLUMN PCT	POSITION CHILDREN'S LIBRARIAN	POSITION LIBRARIAN	POSITION LIBRARY CLERK	POSITION VOLUNTEERS	POSITION OTHER	ROW TOTAL
CATEGORY						
1 YEAR OR LESS	3	11	2	4	1	21
	14.3	52.4	9.5	19.0	4.8	15.1
	13.6	14.5	28.6	14.3	16.7	
2-3 YEARS	5	22	0	5	4	36
	13.9	61.1	0.0	13.9	11.1	25.9
	22.7	28.9	0.0	17.9	66.7	
4-5 YEARS	2	7	1	2	1	13
	15.4	53.8	7.7	15.4	7.7	9.4
	9.1	9.2	14.3	7.1	16.7	
6-10 YEARS	10	18	2	10	0	40
	25.0	45.0	5.0	25.0	0.0	28.8
	45.5	23.7	28.6	35.7	0.0	
MORE THAN 10 YEARS	2	18	2	7	0	29
	6.9	62.1	6.9	24.1	0.0	20.8
	9.1	23.7	28.6	25.0	0.0	
COLUMN TOTAL	22	76	7	28	6	139
	15.8	54.7	5.0	20.1	4.3	100.0

NUMBER OF MISSING OBSERVATIONS = 28 (16.7%)

Although no discernible pattern is evident among Library Clerks, years of experience for this group range from less than one year to more than ten years.

Volunteers reflect a high ratio of experienced people. Table 20 indicates 60.7 percent of the Volunteers have been volunteering for over five years while 25.0 percent have been volunteering for over ten years.

This indicates that experienced people are found among all classifications of people providing services to children regardless of the size of the population served or the position title held by incumbents.

EDUCATIONAL BACKGROUND

Library personnel working with children appear to be relatively well educated. Table 21 shows that 71.1 percent of all respondents have some college or university while 49.9 percent have an undergraduate degree or better. Of those respondents that have high school graduation or less (28.7 percent) all, except one, are from libraries serving less than 5,000 people.

Medium-sized libraries are most likely to employ personnel with graduate degrees, doing so in 80.0 percent of the cases. In contrast, 33.3 percent of the respondents from large public library systems indicate they have graduate degrees while only 6.9 percent of the respondents from small public libraries indicate this.

Of those reported to be Children's Librarians (Table 22), only 22.7 percent have graduate degrees; 18.2 percent have some college

TABLE 21

LEVEL OF EDUCATION BY POPULATION GROUP

COUNT ROW PCT COLUMN PCT	GROUP I 75000 OR MORE	GROUP II 30000 TO 74999	GROUP III 10000 TO 29999	GROUP IV 5000 TO 9999	GROUP V 2500 TO 4999	GROUP VI LESS THAN 2500	ROW TOTAL
CATEGORY							
	7	4	4	3	0	4	22
GRADUATE DEGREE	31.8	18.1	18.1	13.6	0.0	18.1	16.6
	33.3	100.0	66.7	21.4	0.0	6.0	
	3	0	0	2	1	9	15
SOME POST GRADUATE	20.0	0.0	0.0	13.3	6.6	60.0	11.4
EDUCATION	14.2	0.0	0.0	14.3	5.0	13.4	
	9	0	0	5	2	13	29
UNIVERSITY DEGREE	31.0	0.0	0.0	17.5	6.9	44.8	21.9
	42.9	0.0	0.0	35.7	10.0	19.4	
	2	0	2	3	5	16	28
SOME COLLEGE OR	7.1	0.0	7.1	10.7	17.8	57.1	27.2
UNIVERSITY	9.5	0.0	33.3	21.4	25.0	23.9	
	0	0	0	1	10	13	24
HIGH SCHOOL GRADUATE	0.0	0.0	0.0	4.2	41.7	54.2	18.2
	0.0	0.0	0.0	7.1	50.0	19.4	
	0	0	0	0	2	12	14
SOME HIGH SCHOOL	0.0	0.0	0.0	0.0	14.3	85.7	10.5
	0.0	0.0	0.0	0.0	10.0	17.9	
COLUMN	21	4	6	14	20	67	132
TOTAL	15.9	3.0	4.5	10.5	15.2	50.8	100.0

NUMBER OF MISSING OBSERVATIONS = 35 (21.0%)

TABLE 22

LEVEL OF EDUCATION BY POSITION

COUNT / ROW PCT / COLUMN PCT — CATEGORY	POSITION CHILDREN'S LIBRARIAN	POSITION LIBRARIAN	POSITION LIBRARY CLERK	POSITION VOLUNTEERS	POSITION OTHER	ROW TOTAL
GRADUATE DEGREE	5 31.3 22.7	9 56.3 12.5	0 0.0 0.0	1 6.3 4.8	1 6.3 25.0	16 13.0
SOME POST GRADUATE EDUCATION	3 20.0 13.6	8 53.3 11.1	0 0.0 0.0	3 20.0 14.3	1 6.6 25.0	15 12.1
UNIVERSITY DEGREE	8 29.6 36.4	11 40.7 15.3	1 3.7 25.0	6 22.2 28.6	1 3.7 25.0	27 21.9
SOME COLLEGE OR UNIVERSITY	4 15.4 18.2	16 61.5 22.2	0 0.0 0.0	6 23.1 28.6	0 0.0 0.0	26 21.1
HIGH SCHOOL GRADUATE	2 7.6 9.1	18 69.2 25.0	2 7.6 50.0	3 11.6 14.3	1 3.8 25.0	26 21.1
SOME HIGH SCHOOL	0 0.0 0.0	10 76.9 13.9	1 7.7 25.0	2 15.4 9.5	0 0.0 0.0	13 10.6
COLUMN TOTAL	22 17.8	72 58.5	4 3.2	21 17.2	4 3.2	123 100.0

NUMBER OF MISSING OBSERVATIONS = 44 (26.3%)

or university; 36.4 percent have undergraduate degrees and 13.6 percent have some post-graduate education.

Of those designated as Librarians, 38.9 percent have some high school or are high school graduates; 22.2 percent have some college or university education; 38.9 percent have an undergraduate degree or better; and 12.5 percent have graduate degrees (Table 22).

Volunteers are just as likely as other categories to have a university education. Although only one Volunteer has a graduate degree, 28.6 percent have some college or university education, and 47.7 percent have an undergraduate degree or better.

Library Clerks, on the other hand, tend to have high school education only, while those in the Other category tend to have some college or university education or better.

When general educational level was compared to personnel standards, indicated on Table 21 by a solid black line, 25.8 percent of the respondents are below minimum standards. (Public Library Association, 1962, p. 9).

Only 33.3 percent of the respondents in Group I have the required five years post-secondary education or graduate degree recommended for libraries of this size, while all of the respondents in Group II and 66.7 percent of the respondents in Group III have this.

Similarly in Group IV, 71.4 percent of the respondents have the required two to four years post-secondary education, while 90.0 percent of the respondents in Group V and 82.1 percent in Group VI have the minimum level of high school graduation required of Alberta personnel at this level. (Library Association of Alberta/Alberta Library Trustees Association, 1976, p. 5).

Altogether, 25.8 percent of the respondents providing services to children fail to meet minimum requirements with regard to general educational background.

LIBRARY TRAINING

Although the general level of education is relatively high, few of the respondents who reported on their specific library training have library science degrees. Table 23 shows that only 16.2 percent of the respondents have a Bachelor or Master of Library Science, while 5.7 percent have Library Technician Certificates. Seventy-eight percent (78.0 percent) have other forms of library training, such as continuing education courses, school library courses, correspondence courses, systems training programs, workshops, seminars, conferences and on-the-job training.

Of those having library science degrees, 76.5 percent are employed in large and medium-sized libraries while all of those holding Library Technician Certificates and the majority of those with other kinds of library training work in small libraries. Large public libraries appear to be less stringent than medium-sized public libraries about requiring professional qualifications, since only 60.0 percent of the respondents from this category have library science degrees whereas 70.0 percent of the medium-sized library respondents have library science degrees. Nearly all of the respondents from small public libraries (88.2 percent) depend on on-the-job training, continuing education courses, seminars, workshops, conferences and special training sessions for their library training.

TABLE 23
LIBRARY TRAINING BY POPULATION GROUP

COUNT / ROW PCT / COLUMN PCT	GROUP I 75000 OR MORE	GROUP II 30000 TO 74999	GROUP III 10000 TO 29999	GROUP IV 5000 TO 9999	GROUP V 2500 TO 4999	GROUP VI LESS THAN 2500	ROW TOTAL
CATEGORY							
BLS OR MLS	6 35.3 60.0	4 28.5 100.0	3 17.6 50.0	3 17.6 21.4	0 0.0 0.0	1 5.8 1.9	17 16.2
LIBRARY TECHNICIAN	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	3 50.0 21.4	1 16.7 5.9	2 33.3 3.7	6 5.7
CONTINUING ED	2 3.8 20.0	0 0.0 0.0	3 4.3 50.0	8 11.4 57.1	13 18.5 76.5	44 62.9 81.5	70 66.6
OTHER	2 16.6 20.0	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	3 25.0 17.6	7 53.3 13.0	12 11.4
COLUMN TOTAL	10 10.5	4 3.8	6 5.7	14 13.3	17 16.1	54 51.4	105 100.0

NUMBER OF MISSING OBSERVATIONS = 62 (37.1%)

Of those employed as Children's Librarians, 57.1 percent have library science degrees, while only 8.1 percent of those employed as Librarians have professional degrees (Table 24). The number of Children's Librarians credited with library science degrees (57.1 percent) over the number credited with graduate degrees (22.7 percent) can be accounted for by the fact that a number of Children's Librarians hold a Bachelor of Library Science degree rather than Master, or hold a graduate degree other than a Library Science degree. (Among graduate degrees reported was a Master of Education, and a post-graduate degree in Nursing.)

CHILDREN'S MATERIALS

In this section, the findings relating to the materials component of library resources dedicated to children's services are reported. Such factors as the juvenile book budget, juvenile book-stock, and special aspects of the children's collection, including reference materials, periodicals, multilingual books and audiovisual materials are examined.

JUVENILE BOOK BUDGET

Libraries in the study report spending from two to 90 percent of their book budgets on children's materials. Although the majority of the libraries are within the 21-40 percent range, there is considerable variation, with the variation increasing as the size of the population served decreases (Table 25). Overall, 34.5 percent of the libraries spend 31-40 percent of their total book budgets on

TABLE 24
LIBRARY TRAINING BY POSITION

COUNT / ROW PCT / COLUMN PCT	POSITION CHILDREN'S LIBRARIAN	POSITION LIBRARIAN	POSITION LIBRARY CLERK	POSITION VOLUNTEERS	POSITION OTHER	ROW TOTAL
CATEGORY						
BLS OR MLS	12	5	0	1	1	19
	63.2	26.3	0.0	5.3	5.3	17.9
	57.1	8.1	0.0	6.7	25.0	
LIBRARY TECHNICIAN	1	3	1	0	1	6
	16.7	50.0	16.7	0.0	16.7	5.6
	9.7	4.8	25.0	0.0	25.0	
CONTINUING ED	6	45	3	13	2	69
	8.7	65.2	4.3	18.8	2.8	65.1
	28.6	72.6	75.0	86.7	50.0	
OTHER	2	9	0	1	0	12
	16.6	75.0	0.0	8.3	0.0	11.3
	9.5	14.5	0.0	6.7	0.0	
COLUMN TOTAL	21	62	4	15	4	106
	19.8	58.3	3.8	14.2	3.8	100.0

NUMBER OF MISSING OBSERVATIONS = 61 (36.5%)

TABLE 25

PERCENTAGE JUVENILE BOOK BUDGET TO TOTAL BOOK BUDGET BY POPULATION GROUP

COUNT / ROW PCT / COLUMN PCT — CATEGORY	GROUP I 75000 OR MORE	GROUP II 30000 TO 74999	GROUP III 10000 TO 29999	GROUP IV 5000 TO 9999	GROUP V 2500 TO 4999	GROUP VI LESS THAN 2500	ROW TOTAL
MORE THAN 50 PERCENT	0 0.0 0.0	0 0.0 0.0	1 7.7 14.3	0 0.0 0.0	1 7.7 5.9	11 84.6 15.7	13 11.8
41-50 PERCENT	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	3 30.0 17.6	7 70.0 10.0	10 9.1
31-40 PERCENT	1 2.6 50.0	1 2.6 25.0	4 10.5 57.1	8 21.0 80.0	7 18.4 41.2	17 44.8 24.3	38 34.5
21-30 PERCENT	0 0.0 0.0	3 9.0 75.0	1 3.0 14.3	2 6.0 20.0	2 6.0 11.8	25 75.7 35.7	33 30.0
11-20 PERCENT	1 9.0 50.0	0 0.0 0.0	1 9.0 14.3	0 0.0 0.0	3 27.3 17.6	6 54.6 8.6	11 10.0
0-10 PERCENT	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	1 20.0 5.9	4 80.0 5.7	5 4.5
COLUMN TOTAL	2 1.8	4 3.6	7 6.4	10 9.0	17 15.5	70 63.6	110 100.0

NUMBER OF MISSING OBSERVATIONS = 34 (23.6%)

juvenile materials while 30.0 percent of the libraries spend 21-30 percent on juvenile materials. Of the remaining libraries, 20.9 percent spend more than 40 percent of their book budgets on juvenile materials while 14.5 percent spend 20 percent or less. Most of the libraries that spend more than 40 percent or less than 20 percent of their book budgets on juvenile materials are small libraries in Groups V and VI.

The overall average percentage for each population group is 26 percent for Group I, 31 percent for Group II, 35 percent for Group III, 34 percent for Groups IV and V, and 37 percent for Group VI, with an overall average percentage of 36 percent. Although these averages gave an idea of the overall level of juvenile book budgets, variation in each of these groups is notable.

When compared to recommended minimum levels of 30 percent (New York Library Association, 1967, p. 13), 29.1 percent of the responding libraries are below standards with regard to juvenile book budgets. Half of the libraries in Groups I and II are below minimum levels, while 14.3 percent of the libraries in Group III, 20.0 percent of the libraries in Group IV, 35.3 percent in Group V and 28.6 percent in Group VI are below minimum standards with regard to book budgets for children's materials.

JUVENILE BOOKSTOCK

The pattern for juvenile bookstocks is similar. Of 120 libraries reporting on their juvenile bookstock, 38.3 percent report their juvenile bookstock is 21-30 percent of their total bookstock, while

25.8 percent report their juvenile bookstock is 31-40 percent of their total bookstock (Table 26).

Of those libraries outside the 21-40 percent range, 15.8 percent report more than 40 percent of their bookstock is juvenile while 20.0 percent report that 20 percent or less of their total bookstock is juvenile.

Only two libraries serving over 5,000 people report a juvenile collection larger than 40 percent of the total bookstock, while one reports a juvenile collection smaller than 20 percent of the total bookstock. All other libraries outside the 21-40 percent range are small libraries in Groups V and VI.

The overall average percentage for each population group, shows a pattern similar to that for juvenile book budgets also. Although the average percentage for each population group ranges from 29 to 34 percent, the overall average percentage is 30 percent, with considerable variation within each group and increasingly more variation as the population gets smaller.

When compared to the 30 percent standard (New York Library Association, 1967, p. 12), the majority of the libraries appear to come within the range of acceptable standards. However, when compared to actual juvenile bookstock figures from the libraries in the study, 65.3 percent of the libraries are below recommended bookstock levels indicated in the New York standards. Although all of the libraries in Groups I and II meet or exceed standards, 20.0 percent of the libraries in Group III, 61.5 percent in Group IV, 50.0 percent in Group V and 79.1 percent in Group VI fail to meet minimum standards

TABLE 26

PERCENTAGE JUVENILE BOOKSTOCK TO TOTAL BOOKSTOCK BY POPULATION GROUP

COUNT / ROW PCT / COLUMN PCT	GROUP I 75000 OR MORE	GROUP II 30000 TO 74999	GROUP III 10000 TO 29999	GROUP IV 5000 TO 9999	GROUP V 2500 TO 4999	GROUP VI LESS THAN 2500	ROW TOTAL
CATEGORY							
MORE THAN 50 PERCENT	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	1 25.0 8.3	0 0.0 0.0	4 75.0 5.4	5 4.2
41-50 PERCENT	0 0.0 0.0	1 7.1 25.0	0 0.0 0.0	0 0.0 0.0	5 35.7 21.7	8 57.1 10.8	14 11.6
31-40 PERCENT	1 3.2 50.0	2 6.4 50.0	2 6.4 40.0	6 19.3 50.0	4 12.9 17.4	16 51.6 21.6	31 25.8
21-30 PERCENT	1 2.2 50.0	1 2.2 25.0	3 6.5 60.0	4 8.7 33.3	9 19.5 39.1	28 60.8 37.8	46 38.3
11-20 PERCENT	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	1 5.5 8.3	4 22.2 17.4	13 72.2 17.6	18 15.0
0-10 PERCENT	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	1 16.6 4.3	5 83.3 6.8	6 5.0
COLUMN TOTAL	2 1.6	4 3.3	5 4.2	12 10.0	23 19.2	74 61.6	120 100.0

NUMBER OF MISSING OBSERVATIONS = 24 (16.7%)

with respect to juvenile bookstocks. Thus, the smaller the library the more likely it is to be below standards.

TYPES OF MATERIALS IN THE JUVENILE COLLECTION

Findings on representative aspects of the juvenile collection, including juvenile reference materials, multilingual books, periodicals and audiovisual materials, are reported in this section.

JUVENILE REFERENCE MATERIALS

As can be seen from Table 27, 81.7 percent of all libraries surveyed have children's encyclopedias, 67.9 percent have children's atlases, 67.2 percent have children's dictionaries, 44.3 percent have yearbooks and almanacs, while 38.9 percent have handbooks and guidebooks for children. Only 24.4 percent of the libraries surveyed keep vertical files of materials for children. Seven libraries (5.3 percent) indicate children have access only to adult reference materials.

Of the different types of reference materials, some libraries in all population groups report having some types. All of the libraries in Groups I and II (except one library that did not have vertical file materials) and a majority of the libraries in Group III, provide a full range of juvenile reference materials, whereas a diminishing number of libraries in Groups IV through VI provide these materials.

The presence of a variety of representative types of reference materials serve as an indicator of the general level of interest in and provision for reference services to children. Figures suggest that those libraries providing a greater variety of juvenile

TABLE 27

CHILDREN'S REFERENCE MATERIALS BY POPULATION GROUP

COUNT / ROW PCT / COLUMN PCT	GROUP I 75000 OR MORE	GROUP II 30000 TO 74999	GROUP III 10000 TO 29999	GROUP IV 5000 TO 9999	GROUP V 2500 TO 4999	GROUP VI LESS THAN 2500	ROW TOTAL
CATEGORY							
CHILDREN'S ENCYCLOPEDIAS	2 1.9 100.0	4 3.7 100.0	6 5.6 85.7	13 12.1 92.8	23 21.5 92.0	59 55.1 74.7	107 81.7
CHILDREN'S DICTIONARY	2 2.3 100.0	4 4.5 100.0	6 6.8 85.7	10 11.3 71.4	18 20.4 72.0	48 54.5 60.8	88 67.2
YEARBOOKS ALMANACS	2 3.4 100.0	4 6.9 100.0	3 8.6 42.8	7 12.1 50.0	14 24.1 56.0	28 48.3 35.4	58 44.3
ATLASES	2 2.2 100.0	4 4.5 100.0	5 5.6 71.4	8 8.9 57.1	17 19.1 68.0	53 59.5 67.1	89 67.9
HANDBOOKS GUIDEBOOKS	2 3.9 100.0	4 7.8 100.0	2 3.9 28.6	6 11.7 42.9	9 17.6 36.0	28 54.9 35.4	51 38.9
VERTICAL FILE	2 6.3 100.0	3 9.4 75.0	3 9.4 42.8	7 21.8 50.0	9 28.1 36.0	8 25.0 10.1	32 24.4
OTHER REFERENCE MATERIAL	0 0.0 0.0	0 0.0 0.0	2 28.6 28.6	0 0.0 0.0	1 14.3 4.0	4 57.1 5.1	7 5.3
COLUMN TOTAL	2 1.5	4 3.1	7 5.3	14 10.7	25 19.1	79 60.3	131 100.0

PERCENTS AND TOTALS BASED ON RESPONDENTS

COLUMN TOTALS EXCEED 100% BECAUSE RESPONDENTS COULD MAKE MORE THAN ONE CHOICE.

131 VALID CASES 13 MISSING CASES (9.0%)

reference materials show a greater commitment to juvenile reference services than those libraries providing few or none. On the basis of these findings, large and medium-sized libraries appear to have the greatest variety of reference materials for children and are therefore better prepared to offer a full range of reference services to children, while small libraries have fewer types of reference materials and appear less able to provide a variety of reference services to children.

MULTILINGUAL MATERIALS FOR CHILDREN

Despite the universal availability of multilingual materials through the Multilingual Biblioservice, administered through the Library Services Branch of Alberta Culture, less than half of the respondents (43.1 percent) indicate they have books for children in languages other than English (Table 28).

Of those libraries reporting children's books in other languages, 92.3 percent serving populations over 10,000 report having some multilingual materials for children, while 33.8 percent of those libraries serving less than 10,000 people report having some multilingual books for children. One library in the province, which serves a primarily French-speaking community, has a collection which is mostly French. A small proportion of its collection is in English.

The language group with the largest number of books represented in all population categories is French, with the average size of the French collection increasing as the size of the population served increases. This occurs whether or not there is any indication of a French-speaking population. Although most libraries indicate their

TABLE 28

CHILDREN'S BOOKS IN LANGUAGES OTHER THAN ENGLISH BY POPULATION GROUP

COUNT / ROW PCT / COLUMN PCT	GROUP I 75000 OR MORE	GROUP II 30000 TO 74999	GROUP III 10000 TO 29999	GROUP IV 5000 TO 9999	GROUP V 2500 TO 4999	GROUP VI LESS THAN 2500	ROW TOTAL
CATEGORY							
	0	0	1	5	11	57	74
NO	0.0	0.0	1.4	6.8	14.9	77.0	56.9
	0.0	0.0	14.3	38.5	44.0	72.2	
	2	4	6	8	14	22	56
YES	3.6	7.1	10.7	14.3	25.0	39.3	43.1
	100.0	100.0	85.7	61.5	56.0	27.8	
COLUMN	2	4	7	13	25	79	130
	1.5	3.1	5.4	10.0	19.2	60.8	100.0

NUMBER OF MISSING OBSERVATIONS = 14 (8.4%)

main source of multilingual books is the Multilingual Biblioservice, those with substantial French-language collections for children indicate they frequently supplement these with purchases from their own budgets.

Other language groups frequently represented in children's multilingual collections are German, Chinese, Japanese, Ukrainian, Dutch, Italian and Spanish. Except for the collections in the central children's departments of the large public library systems and a few of the medium-sized libraries, the size of the children's collections in any one language rarely exceeds 200 books, and is frequently less than 25 books. Few libraries outside of the main urban centers show evidence of having more than token multilingual collections for children. From the data collected, the appropriateness of the language collections cannot be judged. It could be that the comment from one respondent, "we have little call for material of this nature", is an accurate reflection of the situation in a number of the smaller libraries.

CHILDREN'S PERIODICALS

Most libraries show evidence of attempting to provide at least some children's periodicals. Of the 96 libraries that responded, 81.3 percent have some children's magazines for loan to children (Table 29). All of the responding libraries serving 5,000 people or over, and a majority of the libraries serving less than 5,000 people loan children's periodicals. Only a few libraries in Groups V and VI have no children's magazines in their collections.

TABLE 29

CHILDREN'S MAGAZINE BORROWING BY POPULATION GROUP

COUNT / ROW PCT / COLUMN PCT	GROUP I 75000 OR MORE	GROUP II 30000 TO 74999	GROUP III 10000 TO 29999	GROUP IV 5000 TO 9999	GROUP V 2500 TO 4999	GROUP VI LESS THAN 2500	ROW TOTAL
CATEGORY							
NO	0	0	0	0	4	14	18
	0.0	0.0	0.0	0.0	22.2	77.8	18.8
	0.0	0.0	0.0	0.0	17.4	29.2	
YES	2	4	7	12	19	34	78
	2.6	5.1	9.0	15.4	24.4	43.6	81.3
	100.0	100.0	100.0	100.0	82.6	70.8	
COLUMN TOTAL	2	4	7	12	23	48	96
	2.1	4.2	7.3	12.5	42.0	50.0	100.0

NUMBER OF MISSING OBSERVATIONS = 48 (33.8%)

The average number of children's magazines per service location increases as the size of the population increases, with Group I libraries averaging 18 children's periodicals per service location; Group II libraries averaging 15; Group III libraries averaging ten; Group IV libraries averaging three; Group V libraries averaging four; and Group VI libraries averaging three children's magazines per service location. Although this represents a low ratio of children's magazines to estimated juvenile population, this is likely due to the fact that there are a limited number of children's magazines published. Since standards for children are not specific about children's periodical collections, no comparison with standards has been made in this instance.

AUDIOVISUAL MATERIALS FOR CHILDREN

Few libraries provide audiovisual materials for children. Of the libraries surveyed, only 44 libraries (30.5 percent) indicate having audiovisual collections that children can utilize. All of the libraries in Group I and three out of four in Group II have some audiovisual materials for children while five of the seven libraries in Group III have them. Thereafter, the number of libraries reporting audiovisual holdings drops sharply (see Tables 13 and 14).

No library indicated having all of the types of audiovisual materials listed in the questionnaire. Of those libraries indicating holdings in the various categories, children's recordings are the most frequently represented type, while videotapes are least often represented.

Twice as many libraries indicate the presence of audiovisual materials as report the actual number of those holdings. The most frequently given reason for not specifying the size of the various collections is the indivisible nature of the holdings. Children's audiovisual materials are not separated from adult audiovisual materials or are oriented for use with groups of children under adult supervision only.

Those libraries which specified the size of their audiovisual holdings, indicate that 24 libraries have six to 2,000 children's records, with an average collection of 230; 14 libraries have three to 100 audiotapes, with an average collection of 25 audiotapes; six libraries have eight to 49 8 mm films, with an average collection of 33 8 mm films; seven libraries have two to 500 16 mm films, with an average collection of 140 16 mm films; while four libraries have five to 200 videotapes, with an average collection of 97 videotapes (Table 30). Three libraries reported having other types of audiovisual material such as slide-tape sets, art prints, kits or realia. Six libraries reported having toys and games.

Although children's standards state that "Materials other than books are essential for providing a full cultural and educational experience" (New York Library Association, 1967, p. 15), neither the libraries nor the standards provide specific enough guidelines to enable an assessment of the adequacy of children's audiovisual collections. Findings, however, are sufficient to indicate that only a small minority of libraries in Alberta provide any audiovisual materials for children, and that those that do, do not always make them available for children's use.

TABLE 30
SIZE OF AUDIOVISUAL COLLECTIONS FOR CHILDREN

TYPE OF A-V MATERIAL	NUMBER OF LIBRARIES	TOTAL A-V ITEMS	AVERAGE	RANGE
RECORDS	24	5510	230	6-2000
AUDIOTAPES	14	352	25	3-100
VIDEOTAPES	4	389	97	5-200
8 MM FILMS	6	197	33	8-49
16 MM FILMS	7	980	140	2-500
OTHER	3	108	36	8-70

LIBRARY SERVICES FOR CHILDREN

The following section outlines the service levels provided to children in public libraries in the province. Findings concerning basic service levels indicated by membership and circulation figures are given as well as findings on special aspects of service. Discussed are reference services, programs, and services to special groups, including school and preschool groups.

JUVENILE MEMBERSHIPS

Children constitute a substantial proportion of the registered borrowers in all population groups. Table 31 shows the proportion of registered juvenile borrowers to total registered borrowers in libraries serving less than 75,000.

Group I libraries, serving populations greater than 75,000, were not included in this examination. Since both large library systems no longer adhere to traditional methods of registering borrowers, they were unable to provide figures on the number of juvenile borrowers in their systems.

Reports from 101 libraries in Groups II through VI indicate that 73.3 percent have juvenile memberships comprising 31-60 percent of their total memberships. Of these, respondents are almost equally divided among those that reported juvenile memberships of 31-40 percent, 41-50 percent and 51-60 percent of their total memberships. Libraries reporting juvenile memberships over 50 percent or under 30 percent are mostly from Groups V and VI.

TABLE 31

PERCENTAGE OF JUVENILE MEMBERSHIPS TO TOTAL MEMBERSHIP BY POPULATION GROUP

COUNT / ROW PCT / COLUMN PCT — CATEGORY	GROUP I 75000 OR MORE	GROUP II 30000 TO 74999	GROUP III 10000 TO 29999	GROUP IV 5000 TO 9999	GROUP V 2500 TO 4999	GROUP VI LESS THAN 2500	ROW TOTAL
MORE THAN 70 PERCENT	0	0	0	0	0	3	3
	0.0	0.0	0.0	0.0	0.0	100.0	2.9
	0.0	0.0	0.0	0.0	0.0	5.0	
61-70 PERCENT	0	0	0	0	1	2	3
	0.0	0.0	0.0	0.0	25.0	75.0	2.9
	0.0	0.0	0.0	0.0	5.0	3.4	
51-60 PERCENT	0	0	0	2	2	19	23
	0.0	0.0	0.0	8.7	8.7	82.6	22.8
	0.0	0.0	0.0	16.6	10.0	32.2	
41-50 PERCENT	0	0	2	4	8	13	27
	0.0	0.0	7.4	14.8	29.6	48.1	26.7
	0.0	0.0	33.3	33.3	40.0	22.0	
31-40 PERCENT	0	2	4	3	4	11	24
	0.0	8.3	16.7	12.5	16.7	45.8	23.8
	0.0	50.0	66.6	25.0	20.0	18.6	
21-30 PERCENT	0	2	0	2	0	7	11
	0.0	18.2	0.0	18.2	0.0	63.6	10.9
	0.0	50.0	0.0	16.6	0.0	11.9	
20 PERCENT OR LESS	0	0	0	1	5	4	10
	0.0	0.0	0.0	10.0	50.0	40.0	9.9
	0.0	0.0	0.0	8.3	25.0	6.8	
COLUMN TOTAL	0	4	6	12	20	59	101
	0.0	3.9	5.9	11.9	19.8	58.4	100.0

NUMBER OF MISSING CASES = 43 (29.9%)

Exact figures on the juvenile populations of each of the communities surveyed were unavailable so no direct comparison could be made on the proportion of the juvenile population that held a membership in the library. The overall average percentage of the total membership that is juvenile is 42 percent, while the average percentage for each population group is within the 31 to 45 percent range. Both the overall average percentage and the average group percentages are consistently higher than the 25.4 percent average for juveniles represented in the population of Alberta in 1980 (based on estimates from the Alberta Bureau of Statistics, 1979, pp. 32-49).

These findings indicate a potentially high level of juvenile use of library resources, despite the variation that may have occurred due to the way individual libraries recorded their juvenile memberships. Findings appear to hold, regardless of the size of the community.

JUVENILE CIRCULATION

Since figures on the juvenile populations of each municipality included in the study were not available, per capita ratios for juvenile circulation could not be obtained. Figures presented in Table 32 represent the percentage of juvenile items borrowed to total items borrowed in responding libraries in each population group.

Of the 123 responding libraries, 53.6 percent report juvenile circulations between 31 percent and 50 percent of their total circulation. Of these, 21.9 percent indicate that 31-40 percent of their circulation is juvenile, while 31.7 percent indicate that 41-50 percent of their circulation is juvenile.

TABLE 32

PERCENTAGE OF JUVENILE CIRCULATION TO TOTAL CIRCULATION BY POPULATION GROUP

CATEGORY	GROUP I 75000 OR MORE	GROUP II 30000 TO 74999	GROUP III 10000 TO 29999	GROUP IV 5000 TO 9999	GROUP V 2500 TO 4999	GROUP VI LESS THAN 2500	ROW TOTAL
MORE THAN 70 PERCENT	0	0	0	0	0	5	5
	0.0	0.0	0.0	0.0	0.0	100.0	4.1
	0.0	0.0	0.0	0.0	0.0	8.3	
61-70 PERCENT	0	0	0	1	0	7	8
	0.0	0.0	0.0	12.5	0.0	87.5	6.5
	0.0	0.0	0.0	7.1	0.0	9.7	
51-60 PERCENT	0	0	1	1	6	11	19
	0.0	0.0	5.3	5.3	31.6	57.8	15.4
	0.0	0.0	14.3	7.1	25.0	15.3	
41-50 PERCENT	0	1	3	9	8	18	39
	0.0	2.5	7.8	23.0	20.5	46.0	31.7
	0.0	25.0	42.8	64.3	33.3	25.0	
31-40 PERCENT	1	3	3	2	6	12	27
	3.7	11.1	11.1	7.4	22.2	44.4	21.9
	50.0	75.0	42.8	14.3	25.0	16.7	
21-30 PERCENT	1	0	0	1	2	10	14
	7.1	0.0	0.0	7.1	14.3	71.4	11.3
	50.0	0.0	0.0	7.1	8.3	13.9	
11-20 PERCENT	0	0	0	0	2	6	8
	0.0	0.0	0.0	0.0	25.0	75.0	6.6
	0.0	0.0	0.0	0.0	8.3	8.3	
0-10 PERCENT	0	0	0	0	0	3	3
	0.0	0.0	0.0	0.0	0.0	100.0	2.4
	0.0	0.0	0.0	0.0	0.0	4.2	
COLUMN TOTAL	2	4	7	14	24	72	123
	1.6	3.3	5.7	11.3	19.5	58.5	100.0

NUMBER OF MISSING OBSERVATIONS = 21 (14.6%)

In 26.0 percent of the libraries, juvenile circulation exceeds 50 percent of the total circulation while in 20.3 percent of the libraries it is lower than 30 percent. The majority of the libraries reporting circulation figures over 50 percent or under 30 percent are libraries from Groups V and VI.

Average percentages for juvenile circulation follow a similar pattern to that for juvenile memberships. Although average group percentages range from 34-45 percent, with an overall average of 42 percent, variation within each group is considerable and becomes greater as the population gets smaller. The broadest range (7-80 percent) is found in Group VI while the highest group average (45 percent) is found in Group IV.

The proportion of use represented by juvenile circulation figures is greater than that represented by juvenile memberships. Despite the variation in these results, the high level of use indicated by both circulation and membership figures suggests that children continue to be major users of public library resources and services. Although not as high as figures obtained in earlier studies (Ridington, 1933) (Canadian Library Association, 1961), the pattern of juvenile use is similar.

REFERENCE SERVICES FOR CHILDREN

Findings in this area are limited to librarians' perceptions about the kind and range of juvenile reference services offered to children.

Only 7.0 percent of the 144 libraries included in the survey keep statistics on reference questions from children. Moreover, if

reference statistics are kept, reference questions from children are rarely separated from those received from adults and even more rarely separated into categories by type.

As can be seen from Table 33, 88.9 percent of the responding libraries offer interlibrary loan services to children; 72.2 percent accept requests and put books on reserve for children; 62.7 percent provide some kind of orientation or library instruction; 55.6 percent respond to quick reference questions from children; 40.5 percent provide in-depth research assistance (usually in the form of help with homework assignments) while 43.7 percent provide telephone reference services to children.

Findings also indicate that libraries serving populations over 10,000 are more likely to offer a full range of reference services to children than libraries serving populations under 10,000, and that those libraries reporting a full range of reference services also tend to report a full range of reference materials (Table 27), while those libraries with the most limited reference services also report the most limited range of reference materials. Most libraries, whether they offer specific reference services to children or not, indicate children have access to the adult reference collection.

CHILDREN'S PROGRAMS

Less than half of the libraries included in the survey (47.9 percent) offer regular programs for children (Table 34). Those reporting on children's programming, indicate that all of the libraries in Groups I through III offer some types of children's programs while 60.0 percent of the libraries in Group IV, 57.7

TABLE 33

CHILDREN'S REFERENCE SERVICES BY POPULATION GROUP

CATEGORY	GROUP I 75000 OR MORE	GROUP II 30000 TO 74999	GROUP III 10000 TO 29999	GROUP IV 5000 TO 9999	GROUP V 2500 TO 4999	GROUP VI LESS THAN 2500	ROW TOTAL
TELEPHONE REFERENCE	2 3.6 100.0	3 5.4 75.0	6 10.9 85.7	8 14.5 57.1	15 27.3 60.0	21 38.1 28.4	55 43.7
DIRECTIONAL QUESTIONS	2 3.9 100.0	4 7.8 100.0	6 11.7 85.7	9 17.6 64.2	9 17.6 64.3	21 41.1 28.4	51 40.5
QUICK REFERENCE QUESTIONS	2 2.9 100.0	4 5.7 100.0	7 10.0 100.0	11 15.7 78.5	15 21.4 60.0	31 44.3 41.9	70 55.6
IN-DEPTH RESEARCH	2 3.9 100.0	3 7.8 75.0	7 13.7 100.0	9 17.6 64.2	12 23.5 48.0	18 35.3 24.3	51 40.5
LIBRARY INSTRUCTION	2 2.5 100.0	4 5.0 100.0	7 8.9 100.0	13 16.5 92.5	17 21.5 68.0	36 45.5 48.6	79 62.7
REQUESTS, RESERVES	2 2.2 100.0	4 4.4 100.0	7 7.6 100.0	12 13.1 85.7	20 21.9 80.0	46 50.5 62.2	91 72.2
INTERLIBRARY LOAN	2 1.8 100.0	4 3.5 100.0	7 6.3 100.0	12 10.7 85.7	24 21.4 96.0	63 56.3 85.1	112 88.9
OTHER REFERENCE SERVICES	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	1 100.0 4.0	0 0.0 0.0	1 0.8
COLUMN TOTAL	2 1.6	4 3.2	7 5.6	14 11.1	25 19.8	74 58.7	126 100.0

PERCENTS AND TOTALS BASED ON RESPONDENTS

COLUMN TOTALS EXCEED 100% BECAUSE RESPONDENTS COULD MAKE MORE THAN ONE CHOICE.

126 VALID CASES 18 MISSING CASES (12.5%)

TABLE 34
CHILDREN'S PROGRAMS BY POPULATION GROUP

CATEGORY	GROUP I 75000 OR MORE	GROUP II 30000 TO 74999	GROUP III 10000 TO 29999	GROUP IV 5000 TO 9999	GROUP V 2500 TO 4999	GROUP VI LESS THAN 2500	ROW TOTAL
PRESCHOOL STORY HOUR	2	4	7	9	13	18	53
	3.8	7.5	13.2	17.0	24.5	34.0	76.8
	100.0	100.0	100.0	100.0	86.7	56.3	
SCHOOL AGE STORY HOUR	0	3	1	5	5	4	18
	0.0	16.6	5.5	27.8	27.8	22.2	26.1
	0.0	75.0	14.3	55.5	33.3	12.5	
BOOK TALKS	0	2	0	0	0	0	2
	0.0	100.0	0.0	0.0	0.0	0.0	2.9
	0.0	50.0	0.0	0.0	0.0	0.0	
SUMMER READING CLUBS	2	4	5	5	5	10	31
	6.5	12.9	16.1	16.1	16.1	32.2	44.9
	100.0	100.0	71.4	55.5	33.3	31.3	
PUPPET SHOWS	1	2	0	1	2	4	10
	10.0	20.0	0.0	10.0	20.0	40.0	14.5
	50.0	50.0	0.0	11.1	13.3	12.5	
BOOK WEEK FESTIVALS	2	4	3	2	2	7	20
	10.0	20.0	15.0	10.0	10.0	35.0	29.0
	100.0	100.0	42.8	22.2	13.3	21.9	
FILM SHOWS	2	3	2	2	2	8	19
	10.5	15.8	10.5	10.5	10.5	42.1	27.5
	100.0	75.0	28.6	22.2	13.3	25.0	
MUSICAL PROGRAMS	1	1	0	0	0	0	2
	50.0	50.0	0.0	0.0	0.0	0.0	2.9
	50.0	25.0	0.0	0.0	0.0	0.0	
CRAFT PROGRAMS	1	0	1	0	0	1	3
	33.3	0.0	33.3	0.0	0.0	33.3	4.3
	50.0	0.0	14.2	0.0	0.0	3.1	
OTHER PROGRAMS	0	2	1	0	2	1	6
	0.0	33.3	16.6	0.0	33.3	16.6	8.7
	0.0	50.0	14.3	0.0	13.3	3.1	
COLUMN TOTAL	2	4	7	9	15	32	69
	2.9	5.8	10.1	13.0	21.7	46.4	100.0

PERCENTS AND TOTALS BASED ON RESPONDENTS

COLUMN TOTALS EXCEED 100% BECAUSE RESPONDENTS COULD MAKE MORE THAN ONE CHOICE.

69 VALID CASES 75 MISSING CASES (52.1%)

percent of the libraries in Group V and 35.9 percent of the libraries in Group VI offer children's programs.

The most frequently occurring type of program is preschool story hour. Of the 69 libraries reporting on various types of children's programs (shown on Table 34), 76.8 percent offer preschool story hours, 44.9 percent offer summer reading clubs, 29.0 percent offer book week festivals, 27.5 percent offer children's film shows while 26.1 percent offer school age story hour. Puppet shows are held regularly in 14.5 percent of the libraries, while only two libraries in Group II regularly hold book talks. Craft programs (4.3 percent) and music programs (2.9 percent) are held regularly in only a small number of larger library locations. Other programs, offered for the most part by larger libraries, are magic shows, baking contests, author visits, game nights, hobby shows and art displays.

The pattern of children's programming relates to the size of the library, both in the variety of programs offered and in the number of libraries in each group offering them. Group I and II libraries offer the greatest variety of programs while libraries in Groups III through VI drop sharply in the variety of programs offered and in the number of libraries offering them.

Few libraries report having separate program budgets. Of the 28 libraries (19.4 percent) that reported on the amount of their program budgets, (Table 35) amounts increase as the size of the population served increases. Allocations range from less than $250 to more than $1,000 per year. Medium-sized libraries have the largest program budgets, with each location spending in excess of $1,000 per year.

TABLE 35

CHILDREN'S PROGRAM BUDGET BY POPULATION GROUP

COUNT / ROW PCT / COLUMN PCT	GROUP I 75000 OR MORE	GROUP II 30000 TO 74999	GROUP III 10000 TO 29999	GROUP IV 5000 TO 9999	GROUP V 2500 TO 4999	GROUP VI LESS THAN 2500	ROW TOTAL
CATEGORY							
$1000 AND OVER	2 22.2 100.0	2 22.2 66.6	3 33.3 50.0	0 0.0 0.0	2 22.2 33.3	0 0.0 0.0	9 32.1
$750-$999	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	1 100.0 25.0	0 0.0 0.0	0 0.0 0.0	1 3.6
$500-$749	0 0.0 0.0	0 0.0 0.0	1 50.0 16.6	1 50.0 25.0	0 0.0 0.0	0 0.0 0.0	2 7.1
$250-$449	0 0.0 0.0	1 16.6 33.3	0 0.0 0.0	1 16.6 25.0	0 0.0 0.0	4 66.6 57.1	6 21.4
LESS THAN $250	0 0.0 0.0	0 0.0 0.0	2 20.0 33.3	1 10.0 25.0	4 40.0 66.6	3 30.0 42.9	10 35.7
COLUMN TOTAL	2 7.1	3 10.7	6 21.4	4 14.3	6 21.4	7 25.0	28 100.0

NUMBER OF MISSING CASES = 116 (80.6%)

Large libraries report program budgets of $5,800 and $5,000 per system with an average of $400 per service location.

Small libraries that have program budgets, report spending less than $250 per year.

SERVICE TO SPECIAL GROUPS

In this section, service to four special types of groups are reported. The basic categories and the kinds of groups reported to be served most frequently under each category are as follows:

1. Children's activity groups and organizations. The types of groups most frequently served in this category are Girl Guides, Cubs and Scouts, Brownies, Pioneer Girls, C.G.I.T., 4-H Clubs, Beavers and Science Clubs.
2. Agencies, groups and organizations using library space and resources to put on children's programs. The Y.M.C.A., local health units, parks and recreation departments, cultural organizations, community leagues and church groups are the main users of library space and resources for putting on programs for children.
3. Adult support groups and organizations. Parent groups, kindergarten associations, Early Childhood Services groups, Home and School Associations, and community leagues are the main adult groups working with children who receive programs and services from the library.
4. Community groups, organizations and institutions receiving outreach programs and services. Outreach services are held in such places as children's hospital wards, day care centers,

homes for the handicapped and recreation centers. Churches and parks are also cited as locations for outreach programs.

Less than one-quarter of the libraries offer programs or services to special groups (Table 36). Twenty-five point eight percent (25.8 percent) of 132 responding libraries indicate they offer or sponsor programs to adult support groups and organizations working with children; 22.1 percent of 131 responding libraries indicate they offer programs and services to children's community groups; 16.2 percent of 136 responding libraries indicate library space and resources have been used by other agencies to put on programs for children, while outreach programs for special groups are offered by 15.8 percent of 133 libraries.

All of the libraries in Groups I and II indicate they provide a variety of programs to some or all of the types of special groups listed, while a smaller proportion of the libraries in Group III do. The number of libraries offering programs to special groups drops sharply in libraries serving less than 10,000 people. Among the small libraries, 21.0 percent of the responding libraries offer programs to adult support groups working with children; 17.8 percent offer programs to children's community organizations; 10.0 percent offer outreach programs while 10.6 percent offer space and resources to other agencies wanting to put programs on for children.

These findings suggest that most libraries attempt to support adult groups working with children and to provide programs to children's groups in the community, but few engage in cooperative efforts with other agencies to put on programs for children.

TABLE 36
PROGRAMS FOR SPECIAL GROUPS BY POPULATION GROUP

CATEGORY	COUNT / ROW PCT / COLUMN PCT	GROUP I 75000 OR MORE	GROUP II 30000 TO 74999	GROUP III 10000 TO 29999	GROUP IV 5000 TO 9999	GROUP V 2500 TO 4999	GROUP VI LESS THAN 2500	ROW TOTAL
CHILDREN'S		2	4	2	2	4	15	29
		6.9	13.8	6.9	6.9	13.8	51.7	22.1
COMMUNITY GROUPS		100.0	100.0	28.6	14.3	16.7	18.8	131
NUMBER RESPONDING		2	4	7	14	24	80	
OTHER AGENCIES		2	4	3	1	4	8	22
		9.1	18.2	13.6	4.5	18.2	36.4	16.2
		100.0	100.0	42.9	7.1	16.0	9.5	136
NUMBER RESPONDING		2	4	7	14	25	84	
ADULT SUPPORT GROUPS		2	3	4	4	5	16	34
		5.9	8.8	11.8	11.8	14.7	47.1	25.8
		100.0	75.0	57.1	28.6	20.0	20.0	132
NUMBER RESPONDING		2	4	7	14	25	80	
OUTREACH PROGRAMS		2	4	3	2	4	6	21
		9.5	19.0	14.3	9.5	19.0	28.6	15.8
		100.0	100.0	42.9	14.3	16.0	7.4	133
NUMBER RESPONDING		2	4	7	14	25	81	

CATEGORIES ARE MUTUALLY EXCLUSIVE

PERCENTAGES REPRESENT PERCENTAGES OF THE TOTAL RESPONDENTS IN EACH CATEGORY

SERVICE TO SCHOOL AND PRESCHOOL GROUPS

Libraries reporting on the type of contact they have with school and preschool groups, indicate that visits from preschool classes are the most frequently occurring type of activity while visits from school classes occur less frequently (Table 37). Visits by library personnel to either school or preschool institutions occur infrequently.

Fifty-eight point four percent (58.4 percent) of the responding libraries indicate they receive visits from preschool groups during the year, while 47.2 percent indicate they receive visits from school classes. In contrast, only 13.4 percent of the libraries report staff making visits to kindergartens, day care centers, play schools or other preschool institutions, while only 12.6 percent report visiting schools during the year. Most of the libraries in Groups I and II reported receiving visits from and making visits to preschool and school groups. The majority of the libraries in Groups III and IV, however, receive visits but rarely report staff making visits to school or preschool institutions.

Similarly, less than a quarter of the Group V libraries receive visits from school and preschool groups and very few report personnel visiting schools or preschool groups. With libraries in Group VI, few libraries report personnel visits to either school or preschool institutions although almost half of this group (47.7 percent) report hosting school visits and 28.4 percent report hosting preschool groups.

These findings indicated that most libraries are passive in making school contacts. While many host visits, few send library

TABLE 37

SCHOOL AND PRESCHOOL VISITS TO AND FROM THE LIBRARY BY POPULATION GROUP

COUNT / ROW PCT / COLUMN PCT	GROUP I 75000 OR MORE	GROUP II 30000 TO 74999	GROUP III 10000 TO 29999	GROUP IV 5000 TO 9999	GROUP V 2500 TO 4999	GROUP VI LESS THAN 2500	ROW TOTAL
CATEGORY							
VISITS TO SCHOOL CLASSES	2 11.1 100.0	4 22.2 100.0	3 16.7 42.8	0 0.0 0.0	2 11.1 7.7	7 38.9 7.9	18 12.6
VISITS FROM SCHOOL CLASSES	2 3.0 100.0	4 6.0 100.0	7 10.4 100.0	13 19.4 86.7	16 23.9 61.5	25 37.3 28.4	67 47.2
VISITS TO PRESCHOOL GROUPS	2 10.5 100.0	3 15.8 75.0	2 10.5 28.6	3 15.8 20.0	4 21.0 15.4	4 21.0 4.5	19 13.4
VISIT FROM PRESCHOOL GROUPS	2 2.4 100.0	3 3.6 75.0	6 7.2 85.7	10 12.0 66.7	20 24.1 76.9	42 50.6 47.7	83 58.4
COLUMN TOTAL	2 1.4	4 2.8	7 4.9	15 10.6	26 18.3	88 61.9	142 100.0

CATEGORIES ARE MUTUALLY EXCLUSIVE

PERCENTAGES REPRESENT PERCENTAGES OF THE TOTAL IN EACH CATEGORY.

NUMBER OF MISSING OBSERVATIONS = 2 (1.4%)

personnel outside of the library to initiate contact with school and preschool groups.

PLANNING CONCERNS

In response to the question regarding respondents' major concerns and objectives, it has been found that the majority of the respondents share common concerns. Because of the high degree of commonality in responses, they are grouped into broad areas that reflect both the concern about the present state of affairs, and plans for making changes in the area. Only a few libraries indicate how these changes might be implemented.

The most frequently identified area of concern is children's programming (Table 38). Eight-two libraries (76.6 percent) express a desire to offer more children's programs or to improve or expand the programs they already offer. This is a major area of concern in all groups, regardless of the size of population served, funding level, amount of space or staff complement of the library.

The second most frequently expressed concern is shortage of space. This is a major area of concern to 64 libraries (59.8 percent) including branches in the large systems, as well as by a majority of the small libraries. It is of least concern to libraries in Group II. Among those libraries that identified shortage of space as a concern, it is the main reason given for not offering more services and programs.

Forty-three libraries (40.2 percent) expressed concern about the shortage of staff in the children's area and about the shortage of time children's staff have to develop and implement effective

TABLE 38

PLANNING CONCERNS BY POPULATION GROUP

CATEGORY	COUNT / ROW PCT / COLUMN PCT	GROUP I 75000 OR MORE	GROUP II 30000 TO 74999	GROUP III 10000 TO 29999	GROUP IV 5000 TO 9999	GROUP V 2500 TO 4999	GROUP VI LESS THAN 2500	ROW TOTAL
PLANNING SPACE		1	1	5	9	9	39	64
		1.5	1.5	7.8	14.0	14.0	60.9	59.8
		100.0	33.3	71.4	60.0	52.9	60.9	
PLANNING FUNDS		1	0	2	2	3	23	31
		3.2	0.0	6.4	6.4	9.6	71.2	29.0
		100.0	0.0	28.5	13.3	17.6	35.9	
PLANNING STAFF		1	2	5	5	5	25	43
		2.3	4.6	11.6	11.6	11.6	58.1	40.2
		100.0	66.6	71.4	33.3	29.4	39.0	
PLANNING BOOK COLLECTIONS		1	2	5	6	6	21	41
		2.4	4.8	12.2	14.6	14.6	51.2	38.3
		100.0	66.6	71.4	40.0	35.3	32.8	
PLANNING A-V COLLECTIONS		0	1	1	3	1	11	17
		0.0	5.9	5.9	17.6	5.9	64.7	15.9
		0.0	33.3	14.3	20.0	5.8	17.2	
PLANNING PROGRAMS		1	2	6	14	13	46	82
		1.2	2.4	7.3	17.0	15.9	56.1	76.6
		100.0	66.6	85.7	93.3	76.5	71.9	
PLANNING STAFF TRAINING		1	3	1	0	0	7	12
		8.3	25.0	8.3	0.0	0.0	58.3	11.2
		100.0	100.0	14.3	0.0	0.0	10.9	
OTHER PLANNING CONCERNS		1	3	4	11	6	19	44
		2.3	6.8	9.1	25.0	13.6	43.2	41.1
		100.0	100.0	57.1	73.3	35.3	29.7	
COLUMN TOTAL		1	3	7	15	17	64	107
		0.9	2.8	6.5	14.0	15.9	59.8	100.0

PERCENTS AND TOTALS BASED ON RESPONDENTS

COLUMN TOTALS EXCEED 100% BECAUSE RESPONDENTS COULD MAKE MORE THAN ONE CHOICE.

107 VALID CASES 37 MISSING CASES (25.7%)

programs and services. This is of less concern to small libraries than it is to large or medium-sized libraries, despite the fact that small libraries have fewer staff and fewer qualified staff.

Forty-one libraries (38.3 percent) expressed a desire to build better book collections. The quality of the book collection is of most concern to large and medium-sized libraries and is of less concern to small libraries.

Lack of funding was not the most frequently expressed concern among librarians in the survey. Only 31 libraries (29.0 percent) cite lack of funds as the reason for the lack of children's services. Libraries in Group II did not express this as a concern at all, although large libraries did and some of the small libraries consider lack of funding their main reason for not being able to provide adequate children's services.

Seventeen libraries (15.9 percent) expressed a desire to expand existing collections or to launch audiovisual services for children. Most of the libraries that expressed this as a concern are small libraries in Group VI wanting to develop record collections for children.

Staff training is expressed as a concern least often. Only 11.2 percent of the libraries mention having difficulty in obtaining appropriate kinds, and sufficient amounts, of training for their children's staff. All of the libraries in Groups I and II are concerned about this, despite the fact they already have the most qualified staff and would appear to require the least training. None of the libraries in Groups IV and V express this as a concern;

although a few libraries in Groups III and VI do consider it a serious problem.

Other planning concerns, identified by 44 libraries (41.1 percent) include a desire to expand outreach services, to provide more service to the handicapped, to make more contact with community groups and schools, to improve reference and reader guidance services, to promote more orientation and promotional services for parents, to expand juvenile periodical sections, to develop bibliotherapy programs, to increase emphasis on young adult services and to develop toy libraries.

General patterns indicate that lack of space and funds is the focus of concern among small libraries. Staff shortages, staff training and the quality, balance and size of the juvenile collection is the focus of concern among large libraries. Libraries in all groups share a common concern over the quality and extent of programming for children.

Generally, small libraries are concerned with providing basic services while large and medium-sized libraries are concerned about refining services they already provide.

SUMMARY OF THE FINDINGS

Although some limitations suggest caution in the interpretation of results, findings present a fairly representative general picture of children's public library services in Alberta.

Of the 144 libraries in the final sample, 87.4 percent are independent municipal libraries while 12.6 percent are community

libraries. Of these 24.5 percent belong to one or the other of the two regional library systems in the province.

Two-thirds of the population served by the responding libraries are served by the two large library systems, while 18.5 percent of the population are served by eleven medium-sized libraries and 16.1 percent of the population are served by 130 small libraries. Over half of the libraries in the province serve populations under 2,500.

Although there are inconsistencies and some overlap, the majority of the respondents identify the target group for children's services as extending from any age to 12-13 years.

Libraries in the sample are found to follow a number of restrictive practices with regard to children's services. Although hours of opening for children are generally the same as for adults, three-quarters of the libraries are open less than 30 hours per week and half of the libraries in Group VI are open less than ten hours per week. While in the majority of these libraries at least half of the time open is during hours of maximum accessibility for children (i.e., after school, in the evenings and on weekends), those libraries that are open the fewest hours per week are also open the fewest number of convenient hours for children. Two-thirds of the small libraries adher to 14-day loan periods, rather than the recommended 21-day loan period which is followed by the large and medium-sized libraries. Although the majority of the libraries in all categories charge membership fees and overdue fines to children, neither of the large library systems, and only four of the medium-sized libraries, limit the number of books a child can borrow at one

time. Three-quarters of the small libraries, however, limit children's books to an average of three or four per loan period.

Children have unrestricted access to adult materials in only slightly more than one-third of the libraries. The rest impose some manner or degree of restriction on children's use of adult materials. In this regard small libraries are most likely to impose restrictions. Of the libraries that have audiovisual collections (approximately one-third of the sample), half do not allow children to borrow these materials. Half do not permit children to use them in the library.

Of the personnel assigned to children's services, only 13.6 percent are Children's Librarians; slightly more than half of these have graduate degrees.

Medium-sized libraries are most likely to employ professionally trained Children's Librarians with five years of post-secondary education including a Library Science degree. Most of these spend all or most of their time on children's services, and have one or more full-time assistants.

The large systems are divided in their approach to personnel assignments. While one system opts for children's specialists, the other adhers to the generalist approach. Regardless of their position title, however, only 19.0 percent of those responsible for children's services spend all of their time on children's services and less than half have full-time assistants. Two-thirds have more than five years of experience while 60 percent have library science degrees.

Small libraries depend almost entirely on part-time Librarians, Library Clerks and Volunteers to provide services to children.

Although the majority have some post-secondary school education and many have more than five years of experience, few have professional training. Those who work the fewest hours also have the least assistance and spend the smallest proportion of their time on children's services.

Libraries in the study were generally found to provide resources at a lower level than usage figures indicate. Thus, an average 42 percent of the library memberships are children; 42 percent of the circulation are children's books; 36 percent of the book budgets are allocated to children's materials; while 30 percent of the bookstocks are children's books. There is considerable variation among libraries regarding the level at which children's materials are provided, with almost one-third of the libraries being below standards, with regard to bookstock levels. Most of those with inadequate resources are small libraries serving less than 5,000 people.

The various types of materials reported to be provided for children, indicate most libraries are traditional, print-oriented and limited to basic materials. Some types of reference materials are provided by nearly all libraries, with large and medium-sized libraries being the most likely to provide a full range. Most frequently found are children's encyclopedias, atlases and dictionaries.

Few libraries, other than the central children's departments of the large library systems and a few of the medium-sized libraries, provide more than token collections of multilingual materials for children. The major source for multilingual materials in all libraries is the Multilingual Biblioservice. The most frequently

represented language is French, although books in German, Italian, Dutch, Spanish, Ukrainian, Chinese and Japanese are also commonly provided.

Children's periodical loans are provided by 81.3 percent of the libraries. The average periodical collection ranges from three to 18 magazines per service location.

None of the libraries that have audiovisual collections (one-third of the sample), have all of the types of audiovisual materials listed in the questionnaire. Small libraries have the fewest number and types. Among those with audiovisual collections, commonly provided are audiotapes and records, while less frequently provided are videotapes and films.

In many cases, the representation of specific types of materials in children's collections are insufficient to support services in that area.

Children are found to be major users of library services. Although there is a great deal of variation in the level of use among libraries, the percentage of the membership and circulation that is juvenile (42 percent) is considerably higher than the percentage of the population that is estimated to be children (25.4 percent).

Children's library services are found to be largely traditional. Although most libraries offer some types of reference services to children, large and medium-sized libraries offer the fullest range. They also have the greatest range of resources to support their services. Small libraries, on the other hand, have fewer resources and offer fewer reference services. Of the reference services

provided, interlibrary loans are the most common, followed by book requests and reserves, library instruction and quick reference services. Less than half of the libraries provide telephone reference services, directional assistance or in-depth reference assistance to children.

Less than half of the libraries in the study offer children's programs and of those that do, less than half make specific provision in their budgets for children's programming. Large and medium-sized libraries offer the greatest variety of programs. The number of libraries offering programs of any kind drops sharply below the 10,000 population level. The most frequently offered programs are preschool story hours, summer reading programs and book week festivals.

Less than one-quarter of the libraries offer programs to special groups. More offer programs to adult support groups and to children's groups in the community, than offer space and resources to other agencies putting on programs for children or than offer outreach programs.

Few libraries take the initiative in making school contacts. Approximately half receive school and preschool class visits during the year, but few visit schools or preschool institutions to promote library services.

In nearly all instances, large and medium-sized libaries provide a fuller range of programs and services for children than small libraries. They also make more effort to serve special groups, including school and preschool classes, than small libraries do.

Small libraries show a diminishing tendency to provide any programs or services to children other than circulation of books.

Respondents expressed a number of concerns about children's services. Among those concerns, small libraries appear to be most concerned about providing basic services, while large and medium-sized libraries appeared to be most concerned about improving and refining services they already provide.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS FOR FURTHER STUDY

In this chapter, a summary of the purpose and design of the study is given as well as a summary and discussion of findings. Conclusions and implications of the study are also given followed by recommendations for further study.

PURPOSE

This study was undertaken to assist library association representatives, board members, administrators and librarians in understanding, assessing, planning and developing children's services. Specifically, the study sought to obtain an overview of the current status of children's public library services in the province by determining: 1) what kinds of regulations, procedures and practices affect children's access to library resources and services; 2) what monetary, material and human resources are allocated to children's services; 3) what kinds and levels of service to children are provided in Alberta public libraries; 4) how the resources and services provided for children relate to public library standards; and 5) what the primary concerns and aspirations are of those responsible for providing children's services.

DESIGN

In order to obtain information on the current status of children's services, a survey questionnaire, organized into six sections, for ease of answering, was sent to a universal sample of 258 public library service locations in the province. The areas covered in the questionnaire were: 1) background information, 2) staff, 3) collection development and use, 4) reference services, 5) programs, and 6) planning concerns. The areas excluded from the study were: 1) reader's advisory services, 2) space, and 3) young adult services. Although the response rate was relatively high, the incompatibility of responses among some libraries, notably the large library systems and school-housed public libraries, resulted in the reduction of the final sample to 144 usable responses.

One hundred twenty-nine (129) variables from 144 libraries were analyzed and cross-tabulated for six population groups. These groups and the community populations they represent are: 1) Group I, 75,000 or more; 2) Group II, 30,000 to 74,999; 3) Group III, 10,000 to 29,999; 4) Group IV, 5,000 to 9,999; 5) Group V, 2,500 to 4,999; and 6) Group VI, less than 2,500.

GENERAL FINDINGS AND CONCLUSIONS CONCERNING CHILDREN'S SERVICES IN PUBLIC LIBRARIES IN ALBERTA

Results from this study generally indicate that children's services in public libraries in Alberta are deficient in a number of respects. As with findings in other studies (Erdahl, 1974), (Hektoen, 1973), (Ohio Library Association, 1979), shortages in staff, funding, materials and services were found. Also consistent

with other studies, results indicate that output measures (services) nearly always exceeded input measures (resources). Levels of library use by children are not as high as those reported by Broderick (1961), the Canadian Library Association Commission of Inquiry (1961), Gross (1963), or Ridington (1933), but they are comparable to those found in more recent studies in Ohio (1979), Vermont (1979), Virginia (1979), and Wisconsin (1981), which consistently show children use public library services at a higher level than is indicated by their representation in the population.

Considerable variation in responses within population groups was also a feature of the results in many areas. This confirms Richardson's findings (1978), insofar as the diversity of responses are concerned. Variation in responses is nearly always greater than the similarity indicated by group averages, with small libraries showing the most uneven and most erratic pattern of responses. This broad range of responses across and within population groups indicates great diversity in the level of services provided to children in public libraries in Alberta.

Variations in responses point up problems in the way children's services are defined and in the way statistical records are kept, suggesting there is little agreement among librarians in Alberta about the approach to children's services and little evidence of a planned approach to the delivery and development of these services.

Combined with this, the disproportionate distribution of the population, with two-thirds of the population being served by the two large library systems and a large number of small communities

being served by small libraries without adequate resources, suggests children's public library services are not equally available to all children in the province.

FINDINGS AND CONCLUSIONS CONCERNING FACTORS THAT AFFECT CHILDREN'S SERVICES IN PUBLIC LIBRARIES

A large number of libraries in the province were found to follow practices and procedures that limit children's ability to utilize library resources. Among these factors are: limited hours of opening, inconvenient hours of opening, short loan periods, limitations on the number of books that can be borrowed at any one time, the charging of membership fees and overdue fines, age requirements as to when children can join the library and when an adult card can be obtained, and restrictions on the use of adult and audiovisual materials. Small libraries are found to adhere to a greater number of restrictive practices than large or medium-sized libraries. Large and medium-sized libraries are generally open longer, open more convenient hours; have longer loan periods; rarely impose limits on the number of books children can borrow; allow children to join the library at any age; and are more likely to allow children unrestricted access to the adult collection than small libraries. However, they are just as likely as small libraries to charge membership fees and overdue fines and are divided in their attitude about children's rights to borrow or use audiovisual materials.

FINDINGS AND CONCLUSIONS RELATING TO THE RESOURCES ALLOCATED TO CHILDREN'S SERVICES

Findings generally suggest that resources are allocated to children's services at a lower level than is indicated by children's use of those resources. Although the level of resource allocations varies considerably among libraries, and among different kinds of resources, a great many libraries have resource levels that are frequently insufficient to support services in areas of reference work, audiovisual, periodical and multilingual material loans.

Medium-sized libraries have the highest level of resource allocation. They have the highest proportion of full-time, professionally trained Children's Librarians, with the highest proportion of full-time assistants. They have the highest average program budgets per service location and exceed the large library systems in both bookstock and book budget levels.

Large libraries, while showing evidence of having the most varied collections, have a lower overall allocation of funds and resources, in relation to the proportion of children being served, than medium-sized libraries. Their program budgets are proportionately lower than those of the medium-sized libraries, and they had a lower proportion of professionally trained children's staff. The children's staff in large libraries also have fewer full-time assistants, and children's staff in large libraries spend less time on children's services than staff in medium-sized libraries.

Small libraries, on the other hand, show the greatest variation in resource allocation. While there are examples of exceptional

levels of staff, materials and funds for children's services in small libraries, there are also examples of inadequate or unbalanced resource allocations. Overall, book budgets and bookstocks in small libraries are provided at a relatively high level, but small libraries have the fewest number of qualified staff, the lowest program budgets and the narrowest range of materials.

These findings confirmed findings in other studies (i.e., Newsom, 1974) (Canadian Library Association, 1961), that suggest small libraries are least able to provide the resources needed to support a full range of children's services. Evidence is shown of the need to improve resources, funding levels, and personnel allocation in small libraries. It is suggested regional development is the best way to achieve this.

FINDINGS AND CONCLUSIONS CONCERNING THE PROVISION OF SERVICES TO CHILDREN

Findings indicate that children are still major users of public library services. The number of libraries in the study that do not provide programs or services of any kind other than circulation of books, or that provide very limited programs and services, suggests that public libraries in Alberta are essentially traditional in their approach to children's services.

Findings also indicate that large and medium-sized libraries offer the widest range of programs and services to children, while small libraries offer a much more limited range of programs and services. This occurs despite the fact that circulation figures in small libraries are high and show them functioning primarily as

children's libraries. Reference services in small libraries are frequently limited, and few small libraries offer an adequate selection of programs. Similarly, few small libraries provide services to special groups, or maintain regular contact with school and preschool groups.

Results of the study indicate a critical need for a planned approach to developing programs and services for children. They also suggested the need for in-service and continuing education programs to assist children's staff in the development of these programs, especially in small libraries.

FINDINGS AND CONCLUSIONS RELATING TO THE EXTENT TO WHICH CHILDREN'S SERVICES MEET PUBLIC LIBRARY STANDARDS

A substantial proportion of the libraries in the study are below recommended minimum standards for children's services. Over half of the libraries are below recommended minimum standards with regard to hours of opening while one-quarter to one-third of the libraries are below standards with regard to staff qualifications. Another third are below standards with regard to children's book budget levels while two-thirds are below standards with regard to children's bookstock levels.

The majority of the libraries that fall below recommended minimum standards are small libraries serving less than 5,000 population. Medium-sized libraries are most likely to be at or above minimum standard levels while large libraries are found to be marginally adequate, especially with regards to children's book budgets and staff qualifications.

These findings indicate that little had changed since the Alberta Rural Libraries Project study (1974) when Newsom found the majority of small libraries in the province below recommended minimum levels of service.

This has continued to occur despite the fact that the standards used as a basis for measurement (Standards for Children's Services in Public Libraries in New York State, New York Library Association, 1967) are 15 years old, and that many libraries are still below recommended minimum levels. This indicates there is a lag in the development of children's services in Alberta public libraries.

FINDINGS AND CONCLUSIONS RELATING TO THE CONCERNS AND ASPIRATIONS OF THOSE PROVIDING SERVICES TO CHILDREN

Primary concerns expressed by children's services personnel are lack of funding, space, and staff, and inadequacies in staff training and material resources. These reinforce general findings of the study and point to major directions and needs for future development. The high level of interest shown in children's programming, in improving children's collections, and in improving and introducing new services also point to the need for well-developed continuing education programs, for program coordination and for centralized planning and support services.

IMPLICATIONS OF THE STUDY

The findings and conclusions of this study have implications for librarians, library boards, administrators, library associations

and provincial consultants. Some of these implications are discussed below:

1. The number of libraries that have inadequate resources, insufficient funds, insufficiently trained staff and inadequate levels of service pointed to the need to upgrade children's services in the province. In order to bring all libraries in the province up to an acceptable level of service, however, children's public library standards for Alberta are needed.
2. In light of the large number of small libraries in the province and the number of libraries below standard, the concept of regional development is supported. For those libraries that are too small to have the resources needed to support a full range of children's services, cooperative programs are needed which would be especially helpful in the areas of resource sharing, staff upgrading, coordinated program development and centralized support services.
3. The wide diversity in response rates among libraries in the study, the lack of consistency and the consequent inequities in service levels point to the need for provincial planning and coordination of children's public library services.
4. The variability of responses, the inconsistencies in how statistical records are kept, and the lack of agreement among librarians as to the groups to which children's services are targeted, suggests a need for librarians in the province to get together to develop a common approach to children's services. Agreement is needed on how statistical records should be kept,

what should be recorded, and on what basis children's services should be assessed.

5. The inequities in staff qualifications, the evident lack of staff training programs, and the large number of respondents that indicate they depend on continuing education for their library training, point to a critical need for more, and better coordinated, in-service training programs.

SUGGESTIONS FOR FURTHER STUDY

Findings arising out of the study suggest a number of areas requiring further research. Following is a discussion of some of these areas:

1. Further research is needed on the relationship between resource levels and service levels in large library systems. Although there are indications that resource allocations in the large library systems are only marginally adequate, there is no conclusive evidence to suggest that service levels suffer as a result. Further research is needed to test the hypothesis that larger libraries require a lower proportion of total library resource allocations to maintain the same level of service for children as other libraries.

2. Further research is needed to assess the relationship between the children's "specialist" and the "generalist" in children's services. The two large library systems represent opposite poles in the "specialist" versus "generalist" controversy. Although there is considerable controversy in the library field about the relative merits of these two approaches, there is no

conclusive evidence in the field or in the study to suggest children receive any better services under one system or the other.

3. Further research is needed on young adult services. Exploratory evidence indicates young adults receive little or no attention in Alberta's public libraries. Research is needed to find out if they are being served, how they are being served, by whom, to what extent, and if the services they are receiving meet their needs.

4. The other two areas exluded from the present study (reader's advisory services and space allocations) require further study in order to ascertain the effect these have on children's services.

5. Further research is needed to assess the influence of school-housed public libraries on children's services. Although Alberta have one of the highest ratios of school-housed public libraries in Canada, this is not analyzed in the present study because of the inability to isolate public service factors from other data. Alternate research procedures using matched group analysis might be more effective in analyzing these situations.

6. Further investigation of the influence of regional and system library affiliation on children's services is needed. Although this is not attempted in the present study, the fact that Alberta library development is moving in the direction of increasing regional and systems development, suggests that this relationship is becoming more important. Its impact on children's services needs to be investigated.

7. Further research is needed to take new census data into account. Since current census data was not available at the time the study was done, it was not possible to relate findings to the exact population of children in each of the communities included in the study. However, once this census data is available, the study should be replicated and expanded to take this new information into account.

8. Because the present study is based on only one year of service, further research is needed to test the accuracy of results. Replication of the study over a three to five-year period would test its validity.

9. Since this study sought only librarians' perceptions of children's services, further research is needed to assess whether or not the services provided meet the needs of children. Such research could be from the point of view of children and their parents or other adults working with children.

10. The present study is intended to provide an overview of the children's services in Alberta. As such, it only touches on general features and suggests broad tendencies. In order to follow up on what is intended to be no more than a ground-breaking assessment, further research is needed to fill in a number of informational gaps. In particular, there is a need for more detailed evaluative assessments of almost every aspect of children's services included in the present study. For example, an in-depth study of children's reference services, an evaluative assessment of the quality and success of children's programs, and a qualitative study of the nature of school visits

are needed. There is also an indication of the need for task analysis surveys of what children's services personnel do during their hours of work. Assessments of administrators' attitudes towards the role of children's services personnel are also needed. These are but a few examples of more specific studies that could build on findings of the present study.

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APPENDIX 1

LETTERS ACCOMPANYING THE QUESTIONNAIRE

FOLLOW-UP LETTERS

QUESTIONNAIRE

FACULTY OF LIBRARY SCIENCE

THE UNIVERSITY OF ALBERTA
EDMONTON, CANADA
T6G 2J4

April 3, 1981

TO WHOM IT MAY CONCERN:

The attached questionnaire has been developed to obtain information for use in a Master's Thesis in Library Science at this University.

This thesis will form the first major study of library service to children in the province of Alberta. Your contribution in providing the information requested will be of great significance to its success and to its usefulness.

Yours truly,

Shirley Wright

Shirley Wright
Professor

SW:ll

11504 - 78 Avenue
Edmonton, Alberta
T6G 0N5
April 4, 1981

Dear Librarian,

The enclosed questionnaire is being sent to all public libraries in the province in order to obtain an overview of children's services in public libraries in Alberta. Data from the questionnaire will be used to compile a research report for the Libraries Division of Alberta Culture and will also form the basis of a Master's Thesis in Library Science at the University of Alberta.

The questionnaire is designed to be answered by the Children's Librarian or the Librarian on staff who has been delegated with major responsibility for children's services. Large library systems and regional libraries are requested to forward copies of the questionnaire to all branches, permanent service locations or member libraries in their systems. Statistics for mobile units should be included in figures for the library from which they operate. School-housed public libraries are requested to include data for public services only.

A breakdown of children's services is very important to this study. You are not expected to do detailed calculations in order to answer questions but should be able to use statistics normally available in your library system. Where exact figures are not available, please estimate as closely as possible. Comments and explanations are welcome as they help in the interpretation of data.

Your patience and understanding in completing all questions is appreciated. Although it is recognized that the questionnaire is long, it is anticipated that it will provide valuable information for the library profession.

Please return the completed questionnaire on or before April 30, 1981. A stamped, addressed envelope is enclosed for your convenience. All replies will be held in the strictest confidence. No names will be used in the final report.

If you have any questions, please feel free to call me collect at 437-3963.

Yours sincerely,

Marie Matiaszow

Marie Matiaszow

11504 -78 Avenue
Edmonton, Alberta
T6G 0N5
May 11, 1981.

Dear Librarian,

Several weeks ago a questionnaire was mailed to your library asking for information on public library services to children. Your library was included in this survey in order to obtain an overview of children's services in public libraries throughout Alberta. Your participation is extremely important to this study.

If you have already returned the questionnaire, please accept my sincere thanks for your time and co-operation. If you have not as yet returned the questionnaire please do so today.

Your patience and understanding in completing all questions is appreciated. However, if some of the questions are causing undue concern, please answer what you can and include a note of explanation for the others. Do not hesitate to contact me at 437-3963 if you are unclear about what is required. If you have misplaced the questionnaire, please let me know and another will be forwarded to you immediately. Remember, all replies will be held in the strictest confidence.

Thank you for your assistance.

Yours sincerely,

Marie Matiaszow

Marie Matiaszow

11504 -78 Avenue
Edmonton, Alberta
T6G 0N5
May 18, 1981.

Dear Librarian,

Several weeks ago a questionnaire was mailed to your library requesting information on library service to children in your community. The purpose of this study is to obtain a provincial-wide overview of the status of children's services in public libraries in Alberta.

As yet we have not received your completed questionnaire. If you have returned the questionnaire thank you most sincerely for your time and co-operation. If you have not done so, please answer the questions on the questionnaire as completely as possible and return it today. Your contribution is vital to this study.

For your convenience, a replacement copy of the questionnaire is enclosed.

Thank you for your assistance. If you have any questions please call me at 437-3963.

Yours sincerely,

M. Matiaszow

Marie Matiaszow

FACULTY OF LIBRARY SCIENCE

UNIVERSITY OF ALBERTA

SURVEY OF CHILDREN'S SERVICES IN PUBLIC LIBRARIES IN ALBERTA

Spring 1981

QUESTIONNAIRE

BACKGROUND INFORMATION:

1. Please give number of hours library is open for children per week.
   _____ a. total hours open for children
   _____ b. hours open after school (4:00 to 6:00 p.m.)
   _____ c. hours open in evening (after 6:00 p.m.)
   _____ d. hours open on week-ends (Saturdays and/or Sundays)

2. What was your library's total circulation for 1980?
   _____ a. total circulation
   _____ b. children's circulation or percentage of total

3. What was the total membership of the library (branch) in 1980?
   _____ a. total membership
   _____ b. total number of children's memberships

4. At what age may children join your library?_____

5. Up to what age do children's services extend in your library?_____

6. Give age range for young adult services, if offered
   _____years to _____years

7. At what age is an adult card issued?_____

8. Check when children may use the adult collection.

_____ a. when accompanied by an adult

_____ b. with permission from parents

_____ c. when an adult library card has been obtained

_____ d. at the discretion of the librarian

_____ e. some materials are unavailable to children

_____ f. some materials are available to children only on the basis of age or parent permission

_____ g. children have unrestricted access to the adult collection

_____ h. other (specify)_____

_____

9. Does your library charge a fee for membership?

_____ a. no fee is charged

_____ b. fee for adults. Amount_____

_____ c. fee for children. Amount_____

_____ d. other (specify)_____

_____

10. The maximum number of books that may be borrowed at any one time is

_____ a. no limit

_____ b. limit for adults

_____ c. limit for children

_____ d. other (specify)_____

_____

11. The regular loan period is

_____ a. number of days for adults

_____ b. number of days for children

_____ c. other (Please specify any special loan restrictions that may apply)_____

_____

12. The overdue fine rate per book per day is

_____ a. no overdue fines are charged

_____ b. rate per book per day for adults

_____ c. rate per book per day for children

_____ d. other (specify)_____

_____

STAFF:

1. Is there currently a staff member designated as children's librarian?

_____ a. no _____ b. yes

2. Responsibility for young adult service is held by

_____ a. Young Adult Librarian

_____ b. Children's Librarian

_____ c. Adult services

_____ d. other (specify)_____

3. Please indicate your position title

_____ a. Children's Librarian

_____ b. Director of Children's Services

_____ c. Library Director

_____ d. other (specify)_____

4. How many hours do you work per week?_____

5. How many of these hours do you work as children's librarian (i.e. on children's services)?

_____hours or percentage of total

6. How many years of library experience have you had, including your present position?

_____ years (give years if 1 year or more)

_____ months (give months if less than 1 year)

7. How long have you been in your present position?

_____ years _____ months (if less than 1 year)

8. How many additional persons are assigned to children's services?

_____ a. full-time

_____ b. part-time

_____ c. volunteers

Please list positions and cumulative hours worked per week.

Position	Number	Hours

9. Give number of members of the children's staff, including yourself, whose highest level of education is

General level of education

_____ a. some high school

_____ b. high school graduate

_____ c. some college or university

_____ d. Bachelor's degree

_____ e. some post-graduate or professional training

_____ f. graduate degree

Specific library training

_____ a. Library Technician's Certificate or Diploma

_____ b. Bachelor's or Master's of Library Science

_____ c. continuing education courses (i.e. library workshops, seminars, in-service training sessions, special courses or conferences)

_____ d. other (specify)_____

_____

COLLECTION DEVELOPMENT AND USE:

For the purpose of this study children's collection includes juvenile fiction, non-fiction, paperbacks and pre-school picture books.

1. What was your total book budget for 1980?_____

2. How much of the total book budget was spent on children's books in 1980? Give amount or percentage of total_____

3. Give number of books held in 1980
   _____ a. total bookstock at the end of 1980
   _____ b. number of children's books at the end of 1980
   _____ c. number of children's books withdrawn in 1980
   _____ d. number of children's books added (from all sources) in 1980

4. Does your library have a selection policy?
   _____ a. no _____ b. yes

5. Indicate how often you use each of the following when choosing books for children

Often	Sometimes	Seldom	Never	
_____	_____	_____	_____	a. local book stores
_____	_____	_____	_____	b. publisher's catalogs
_____	_____	_____	_____	c. jobber's catalogs
_____	_____	_____	_____	d. sales people
_____	_____	_____	_____	e. reviewing journals
_____	_____	_____	_____	f. patron suggestions
_____	_____	_____	_____	g. staff recommendations
_____	_____	_____	_____	h. personal examination
_____	_____	_____	_____	i. selection committee
_____	_____	_____	_____	j. Children's Catalog
_____	_____	_____	_____	k. Elementary School Libray Collection

6. How many children's magazines does your library subscribe to?
Give number of titles _____

7. May children's magazines be borrowed?
_____ a. no _____ b. yes

8. Are children's books in lanquages other than English available in your library? (Include Multilingual Biblioservice books)
_____ a. no
_____ b. yes. Languages currently provided for Number of books

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

9. Give number of children's audio-visual items owned by your library
_____ a. no audio-visual materials
_____ b. records
_____ c. audio-cassettes
_____ d. video-tapes
_____ e. 8 mm films
_____ f. 16 mm films
Other (specify) _____
_____

10. Which of the following audio visual items may be borrowed by children for home use?
_____ a. 8 mm films
_____ b. records
_____ c. audio-cassettes
_____ d. children may not borrow audio-visual items
_____ e. other (specify) _____
_____
_____

11. Which of the following audio-visual items may children use in the library?

_____ a. videotapes
_____ b. records
_____ c. audio-cassettes
_____ d. 8 mm films
_____ e. children may not use audio-visual material in the library
_____ f. other (specify)_____
_____

12. Does your library have a toy library?

_____ a. no
_____ b. yes. Hours open per week_____
Number of loan units_____
Loan period_____
Loan limit_____
Circulation for 1980_____

REFERENCE SERVICES:

1. Does your library have any of the following types of reference material for children? (Check appropriate categories)

_____ a. children's encyclopedias
_____ b. children's dictionaries
_____ c. yearbooks, almanacs
_____ d. atlases
_____ e. handbooks, quides
_____ f. vertical file

Other (specify)_____
_____

2. Does your library have a separate study area for children?

_____ a. no
_____ b. yes. Number of seats_____

3. Check which of the following types of reference/information services your library offers to children.

_____ a. telephone reference
_____ b. directional questions
_____ c. quick reference questions
_____ d. in-depth research assistance
_____ e. instruction in use of card catalog, indexes, etc.
_____ f. requests/reserves for books
_____ g. interlibrary loan
_____ h. other (specify)_____
_____

4. Does your library keep separate statistics on reference services to children?

_____ a. no _____ b. yes. Number for 1980 _____

PROGRAMS:

1. Is there provision in your library's budget for children's programming?

_____ a. no
_____ b. yes. Amount for 1980_____

2. Do you have a separate space available for putting on children's programs?

_____ a. no
_____ b. yes
Total square footage_____
Seating Capacity_____

3. Which of the following types of programs does your library put on for children? (Check appropriate categories)

Regularly	Occasionally	Seldom	Never	
_____	_____	_____	_____	a. preschool story hours
_____	_____	_____	_____	b. school age story hours
_____	_____	_____	_____	c. book talks
_____	_____	_____	_____	d. summer reading clubs
_____	_____	_____	_____	e. puppet shows
_____	_____	_____	_____	f. book week festivals
_____	_____	_____	_____	g. film shows
_____	_____	_____	_____	h. musical programs

Other: please specify and give frequency._____

_____

_____

4. Did you hold any library sponsored children's programs outside of the library in 1980? (Other than school visits)

_____ a. no

_____ b. yes. Where?_____

_____

_____

5. Did other agencies make use of library space to put on children's programs in 1980?

_____ a. no

_____ b. yes. What agencies?_____

_____

_____

6. Did your library provide any programs in 1980 to children's groups in the community? (e.g. Cubs & Scouts, Girl Guides church groups, sports groups, etc.)

_____ a. no

_____ b. yes. What groups?_____

_____

_____

7. Did your library provide any programs in 1980 to adult community groups or organizations working with children? (e.g. Parent groups, Kindergarten Association, Home & School Associations, etc.)

_____ a. no

_____ b. yes. What groups?_____

_____

_____

8. How many schools are there in your service area?

_____ a. number of elementary schools

_____ b. number of junior high schools

9. Indicate number of school visits that occured in 1980

_____ a. no school visits

_____ b. number of visits <u>to</u> school classes

_____ c. number of visits <u>from</u> school classes

10. Indicate number of pre-school visits that occurred in 1980

_____ a. no pre-school visits

_____ b. number of visits <u>from</u> kindergartens, day care centers, early childhood service classes, etc.

_____ c. number of visits <u>to</u> kindergartens, day care centers, early childhood service classes, etc.

PLANNING:

1. What improvements would you like to make in children's services in your library over the next 5 to 10 years? How do you think these changes might be implemented?

_____ I would like to receive a summary of the data collected from the questionnaire.

Name_____

Library (Branch)_____

Library Address_____

Library Phone Number_____Home Phone Number _____